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ABSTRACT

This report describes the progress Ohio made during fiscal year 1992 in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio and the Carl D. Perkins Vocational and Applied Technology Education Act. The compiled information is intended for use to determine the need for changes in state plan goals or amendments. Section 1 is intended to meet statutory reporting requirements and state performance standards and core measures. It also describes the performance and status of existing programs involving the following: (1) secondary and postsecondary/adult occupational services; (2) single parents, displaced homemakers, and single pregnant women; (3) sex equity programs; (4) criminal offenders; and (5) special populations, including disadvantaged, disabled, and limited-English-proficient persons. Other areas reported on include state leadership and professional development, community-based organizations, consumer and homemaking education, tech prep, applied academics, and career guidance and counseling. Section 2 is an accountability report of the major goals identified in the state plan and includes the plan objectives. Section 3 is a summary report of the statewide system for measuring and planning progress of 20 percent of the eligible recipients assisted during the last year. There are five appendices containing information on enrollment in vocational education and job training programs. (CML)

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Vocational Education

Ohio's Future at Work

FY92

Ohio Comprehensive Annual Performance Report

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Introduction

This document is a comprehensive report of activities related to the expenditures of federal funds under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392) during the period July 1, 1991 through June 30, 1992. The comprehensive report is composed of three separate reports or sections. Each of the sections is formatted to meet different accountability standards. Section one fulfills the statutory requirements of 34 CFR 80.40 and follows the format outlined in OMB No. 1830-053. Section two is an accountability report of the major goals identified in the State Plan for the Administration of Vocational Education in Ohio and, therefore, includes the State Plan Objectives. Section three is a summary report of the statewide system for the evaluation of 20 percent of the eligible recipients assisted within the state during each fiscal year. The statewide evaluation system of Ohio was changed and renamed to provide greater emphasis on program improvement and student performance. The old Program Review for the Improvement, Development, and Expansion of Vocational Education and Guidance (PRIDE) system was replaced by the new Measuring and Planning Progress system (MaPP). Section three describes the findings of the initial MaPP review.

The FY92 comprehensive report is the first report under the new Carl D. Perkins Act of 1990. The compiled information is also used to determine the need for changes in state plan goals or amendments.

With the exception of adult education enrollments which have been severely impacted by the loss of federal and state funds to operate programs, the state plan objectives were on target and effective. If state and federal funds for career education, secondary vocational education, full-time adult vocational education, part-time adult vocational education, and associate degree vocational education are inhibited, the growth of student enrollments in these programs will also be affected.

The report was compiled by:

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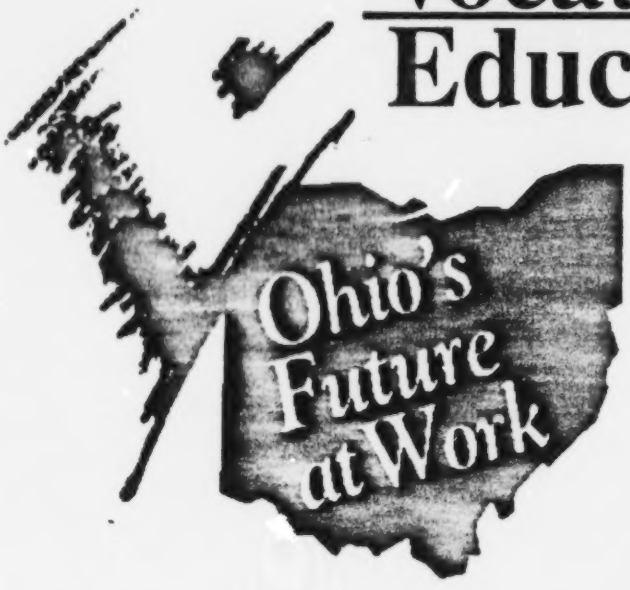
Vocational Education



Vocational Education Annual Performance Report for FY92

Section I

Introduction

This report describes the progress Ohio has made in achieving the objectives outlined in the State Plan for the Administration of Vocational Education in Ohio related to Titles I, II, and III, and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The report is authorized by 34 CFR 80.40 and covers the program year July 1, 1991 through June 30, 1992. The report follows the outline in circular OBM 1830-053.

I. Performance Standards and Core Measures (Title I, Part B, Section 115 and 116; Title 5, Part B, Section 512)

The tentative core standards and performance measures were drafted by Ohio Department of Education staff and discussed at the five regional local education area planning (LEAP) meetings in December, 1990. These standards have provided an initial framework for vocational education planning district (VEPD) plans and Ohio's vocational and career education programs. These standards and measures were established in accordance with requirements of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and were subject to review by a Committee of Practitioners before final approval.

Tentative secondary and full-time adult core standards were developed in response to the conclusions reached in the review of the statewide assessment data and with input from an internal state plan committee. The tentative state core standards were also presented to local education agency representatives for comment during the five regional LEAP meetings in December, 1990.

During initial planning meetings on November 14, 1990 and January 2, 1991, representatives from the Ohio Board of Regents (OBR) agreed to develop tentative core standards for vocational education associate degree programs. The P.L.101-392 legislative language regarding the core standards was presented to representatives from each of the public community colleges during the December, 1990 LEAP meetings. On January 14, 1991, representatives from the Ohio Board of Regents and the Ohio Department of Education (ODE) met with a committee of representatives to discuss the statewide core standards. On February 14, 1991, the Ohio Department of Education received a draft of core standards for associate degree programs.

On February 7, 1991, the Committee of Practitioners unanimously approved the use of the secondary and full-time tentative core standards and measures of performance until November, 1991. During the interim, the committee will conduct an in-depth review of each proposed standard. Tentative standards and measures were incorporated in the local education agency planning document entitled the Vocational Education Comprehensive Strategic Plan effective July 1, 1991.

On April 27, 1992, the Ohio Board of Regents presented the core standards and performance measures for associate degree institutions to the Committee of Practitioners. Core standards and performance measures for career development and the work and family program, GRADS, were presented by the Ohio Department of Education. These measures and standards were then taken by committee members to constituents of their nominating organizations for feedback. Consensus and final recommendations were to be made at the June meeting.

On June 8, 1992, the committee discussed adjustments to several of the standard levels for measures in secondary and adult. Consensus was made. The committee voted to accept the Statewide Core Standards and Performance Measures as revised.

On August 10, 1992, Committee of Practitioners members, James Drake and Joyce Brooman presented testimony to the State Board of Education in favor of adoption of the standards and measures as recommended by the committee on June 8, 1992. The State Board of Education cast a unanimous ballot to adopt the standards and measures.

Beginning in FY92, information required to evaluate these standards and measures will be collected on an annual evaluation report from each VEPD as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Beginning in FY93, information regarding associate degree institutional progress towards the core standards will be collected.

A. Secondary Vocational and Career Education Core Standards for Programs Offered at the High School Level

1. General

Each VEPD shall provide to students and parents, no later than the beginning of the ninth grade, information concerning:

1) opportunities available in vocational education, including nontraditional careers;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

2. Academic Learning and Competency Gains

Basic and Advanced Academic Skills
Students enrolled in secondary vocational education occupationally specific programs who have not successfully passed the ninth grade proficiency test prior to program enrollment will be given academic remediation necessary to successfully pass the ninth grade proficiency test, which is a basic requirement for earning a high school diploma in Ohio, upon or before program completion.

Applied Academic Skills
Students enrolled in secondary vocational education occupationally specific programs will show applied academics competency gains as evidenced by the average learning gains reported on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

3. Occupational Learning and Competency Gains

Students enrolled in secondary vocational education occupationally specific programs will show occupational competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

4. Work and Family Life Learning and Competency Gains

Students enrolled in secondary Work and Family programs (including GRADS students enrolled for a minimum of 18 weeks for credit) will show competency gains as evidenced by the average learning gains reported on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

5. *Placement*

The placement status of secondary vocational education occupationally specific program completers and Occupational Work Experience (OWE) program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

1) At least 60% of completers available for civilian employment are employed in occupations related to their training.
2) The employment rate of completers available for civilian employment is equal to or exceeds 84%.
3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators

4) At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.
5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.
6) Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education or employed in the military.

6. *Enrollment*

Each VEPD must base its projections on quantifiable demographic information. If a VEPD's projections vary from the statewide enrollment goals, local variations must be explained in the VEPD strategic plan.

a. Annual statewide aggregation of local enrollments will indicate that 45% of all 11th and 12th grade population; were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs including college preparatory students enrolled in vocational education.
b. Annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience (OWE) programs.
c. Annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade disabled students, which represents 11% of the 11th and 12th grade population, were enrolled in secondary education occupationally specific programs or Occupational Work Experience (OWE) programs.
d. Annual statewide aggregation of local enrollments will indicate that 20% of all students in grades 9 through 12 will be served in Work and Family Life programs.
e. Annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old will be served by Occupational Work Adjustment (OWA) programs.
f. Annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Work and Family Life programs.
g. Annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

7. *Retention*

A minimum of 85% of all GRADS students will graduate or return to school the following school year (dropout rate no higher than 15%).

8. Career Development

According to the schedule below, 75% of the Ohio students in each VEPD will articulate an occupational goal and an educational plan to achieve that goal. Each of these students must have an Individual Career Plan (ICP), first written in the 8th grade and then reviewed and updated annually through the 12th grade as evidence that the student is regularly evaluating his or her goal and plan. To confirm that a written, current ICP is being prepared, a random sample* at each grade level of these students (26 students or two percent of the student population, whichever yields a larger number of students) will be asked to articulate an occupational goal and articulate an educational plan to achieve that goal through an interview process.

- Beginning in the Spring of 1994, 75% of the 8th grade students in each VEPD
- Beginning in the Spring of 1995, 75% of the 8th and 9th grade students in each VEPD
- Beginning in the Spring of 1996, 75% of the 8th, 9th, and 10th grade students in each VEPD
- Beginning in the Spring of 1997, 75% of the 8th, 9th, 10th, and 11th grade students in each VEPD
- Beginning in the Spring of 1998, 75% of 8th, 9th, 10th, 11th and 12th grade students in each VEPD

* random sampling procedures ensure a student sample that is representative of the percentages of race/ethnic make-up, gender, and disabling conditions within the VEPD.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

B. Adult Vocational Education Core Standards for Full-time Adult Vocational Education Programs

1. General

Each VEPD shall provide to students, prior to enrollment in full-time vocational education programs, information concerning:

1) opportunities available in vocational education including nontraditional occupations;
2) requirements for eligibility for enrollment in such vocational education programs;
3) specific courses that are available;
4) special services that are available;
5) employment opportunities; and
6) placement.

In addition, each VEPD shall provide information concerning appropriate support services to students enrolled in adult full-time vocational education occupationally specific programs, which may include:

1) financial assistance information with regard to eligibility and availability;
2) requirements for eligibility for enrollment in such vocational education programs;
3) career counseling;
4) life skill counseling;
5) labor market information;
6) placement services;
7) academic and vocational assessment using generally accepted instruments;
8) child care facilities or a list of approved child care providers available to dependents of adult vocational students; and
9) basic academic remediation services.

2. *Academic Learning Skills*

Basic Academic Skills
Students enrolled in adult full-time occupationally specific programs will achieve a minimum level of basic academic proficiency as required for a specific occupation. Students not meeting the minimum level will be assessed in order to determine their academic level and then be referred to remedial instruction such as ABE or other remedial academic classes necessary to demonstrate the required competency level.

Applied Academic Skills
Each student who completes an adult full-time occupationally specific program will demonstrate academic competency gain as evidenced by average learning gains received on the academic skills portion of the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

3. *Occupational Competency Attainment*

Each student who completes an adult full-time vocational education occupationally specific program will demonstrate competency gain as evidenced by average learning gains received on the vocational education competency tests offered by the Vocational Instructional Materials Laboratory at The Ohio State University or an alternative standardized test.

4. *Retention*

VEPD aggregate totals will indicate at least a 65% retention rate for full-time adult vocational education occupationally specific program participants. Retention in a program occur if a student obtains a positive outcome from the program. Positive outcomes are when a student completes a program, transfers to further education, or completes sufficient occupational competencies and obtains employment related to the occupational area of study (Data regarding this standard will be collected beginning in FY93).

5. *Placement*

The placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement:

Primary Indicators
1) At least 80% of completers available for civilian employment are employed in occupations related to their training.
2) The employment rate of completers available for civilian employment is equal to or exceeds 85%.
3) At least 90% of total completers are reported in categories other than status unknown.

Secondary Indicators
4) At least 90% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.
5) Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.
6) Overall, at least 90% of the total completers are employed in civilian labor force, continuing their education, or employed in the military.

6. Enrollment

The aggregate VEPD enrollment in full-time adult vocational education occupationally specific programs shall reflect the special populations and gender demographics of those individuals who applied for enrollment.

Other core standards and measures of performance will be developed by the Committee of Practitioners to address programs not represented in these core standards and measures of performance.

C. Core Standards and Performance Measures for Associate Degree Institutions

1. Background/Rationale

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 states in Section 2 of the Act that:

it is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The provisions of the Act make clear that the intent of Congress is to insure that "all segments" of the population have access to occupational education programs which prepare individuals for careers in demand in the present and future labor markets. The targeted populations can readily be seen in the funding allocation formula and throughout Section 235; Use of Funds.

Historically, Perkins' funds have been used by two-year colleges in Ohio to improve access and retention, particularly for physically and/or academically disadvantaged students. This is consistent with the intent of the latest Carl D. Perkins Act, the purpose of which is to enhance employability of people by giving them job skills through education. Those who are in greatest need of these opportunities are oftentimes disadvantaged either physically, economically, or academically. Thus, it is imperative that we continue to create access and success opportunities for these groups who have not traditionally been able to take advantage of higher education. In that context, it is not surprising, therefore, that an overwhelming majority of proposals submitted for Perkins' funding by Ohio's two-year colleges focused their efforts toward providing additional opportunities for access and retention for special populations.

In drafting performance measures and standards as required by the Act, it is essential that the standards build upon the already successful practices established by each participating institution. Standard and associated procedures which impede the college's efforts to continually improve services to its constituency are not in the best interest of special populations in Ohio and will work against achievement of the purpose of the Perkins Act.

It should be remembered that Ohio's colleges do not have a "captive population." Two-year colleges operate in a free market environment which requires continued evaluation of student and employer needs and satisfaction along with continual attention to the quality of the educational programs and services offered. This attention to the labor and student markets has lead to much diversity among institutions. This diversity remains an essential strength of the Ohio system because it provides the flexibility to respond to the specific populations the college serves and creates an atmosphere which fosters innovation in achieving institutional mission. Postsecondary accreditation agencies such as the North Central Association of Colleges and Schools have long recognized that autonomy is a necessary prerequisite to quality in educational institutions. This is why the foundation of

the self study and accreditation process is built upon each institution's assessment of its activities relative to its unique mission, rather than using a statewide, monolithic, quantitatively comparative approach.

In drafting the proposed standards, it was the intention of the postsecondary education community to build upon the strength of the system which currently exists: institutional diversity and the traditional self study process. Continuing this historically successful approach will meet the objectives of the Perkins Act to serve as a catalyst to stimulate institutional evaluation. It is also the best means to encourage institutions to develop innovative strategies to provide the targeted populations in their service that they can effectively acquire the training needed to obtain employment in the emerging economy.

2. ***Proposed Cohort Group***

At first glance, it seemed that using a cohort group already involved in follow-up might be appropriate for the Perkins assessment. Thus, this postsecondary advisory committee on core standards initially proposed that the cohort group be the population that will be tracked to meet the U. S. Department of Education's student "right-to-know" disclosure requirements--first time, full-time students entering in fall 1992 and declaring an intent to complete a degree program. However, upon further analysis, this cohort group is really inappropriate as it is inconsistent with the populations most two-year colleges serve--nontraditional students who attend part-time and enter with special needs. Nor does it address the population that will be served through the Perkins funded programs that are proposed by Ohio's colleges--over 90% of the Perkins funds are being used for access and retention services, especially for special populations. Beyond that, it does not address the "access" intent clearly articulated in the Perkins legislation, especially as that intent relates to "special needs" populations.

Therefore, it is proposed that rather than tracking individual students, or following cohort groups, the Ohio postsecondary technical education standards be based on the reported rate of success of the students most appropriate to the Perkins legislation; those students who are seeking a technical associate degree or certificate. For some of the proposed standards this "snapshot" of a college's sub population will be further focused to report more specifically on the rate of success of special populations.

3. ***Proposed Core Standards***

Measures of Basic Academic Skills Gains:

Target Date: September 30, 1992

Basic learning courses, generally referred to as developmental education courses, are defined at the postsecondary level as those courses the student must successfully complete in order to enroll in the general education or technical courses that are required as part of an associate degree. As part of the colleges' enrollment procedures, students are tested, and if found to be lacking the necessary competency in the mathematics, science, or reading/communications required for a given associate degree program, are placed in developmental education courses at the appropriate level.

Sub Population: (Identified on the 14th day of each term)
Those students who are technical degree or certificate seeking, and who are considered by the institution to require remedial studies.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the remedial courses attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
55% of technical degree or certificate seeking students who are enrolled in basic skills courses will successfully complete the courses, including multiple measures of assessments contained within that course.

Measures of Advanced Academic Learning Gains:

Target Date: September 30, 1992

The Commission on Institutions of Higher Education for the North Central Association of Colleges and Schools requires that general education be an essential element of all undergraduate degree programs. The general education component of associate degree programs provides opportunities for students to develop mastery in critical literacy skills (writing, speaking, reading, problem solving, analytical, and computational skills) and to acquire breadth in the basic liberal arts and sciences (humanities, fine arts, social sciences, and natural sciences) so that students can function effectively in a lifelong process of inquiry, learning, and decision-making.

The general education courses are the advanced academic courses of the associate degree program. Technical courses are the means by which students learn occupational theory and competency. General education courses constitute 50% of the course work required for an associate degree. The type of general studies courses that are required vary across technical degree programs depending on the nature of the work to which the degree is related. Engineering technology degrees may place emphasis on a high level of mathematics, nursing on biological sciences, etc. The only general studies courses consistently required by ALL technical associate degree programs are English/communications.

When advisory committees evaluate the outcomes of the general education component of a technical program, as evidenced by the performance of program graduates, the advanced academic skills most criticized are communication skills, particularly writing. Advisory committees and employers insist that graduates should be able to express themselves clearly and logically in standard English in both written and oral form. A closely related concern is the ability of individuals to think rationally, systematically and logically. These skills are typically covered in the communications course requirements of each degree.

Therefore, successful completion of the highest level communications course required in a given technical degree program is a valid and significant measure of advanced academic learning gains.

Sub Population: (Identified on the day of each term)
Those students who are technical degree or certificate seeking, and who are enrolled in the final English/communication course required for the general studies component of technical associate degree programs.

Time Frame:
Report after posting of Spring grades, the activity of the Fall, Winter, and Spring.

Measure:
For the sub population described above, the final English/communication course attempted by the subgroup during the three quarters or two terms under consideration, the percentage of the sub population successfully completing the courses.

$$\frac{\text{\# of sub population students successfully completing}}{\text{\# of sub population students enrolled}}$$

Initial Standard:
70% of technical degree or certificate seeking students who are enrolled in the final English/communication courses will successfully complete the courses including multiple measures of assessment contained within that course.

Placement Measures:

Target Date: (1992-93 for graduate follow-up)

Time Frame:
End of each academic year.

Initial Standards:
a) 75% of the sub population will be employed in a job related to their degree or certificate.
b) 90% of the sub population will be employed.
c) 95% will be employed and/or enrolled in additional education, training, military or foreign aid services. Military/foreign aid placements to be tracked separately and a percentage will be established after a one-year baseline study is completed.

Because economic conditions vary across the state, it is more difficult for some institutions to meet statewide placement standards. Each college should be able to justify its local plan, any anticipated significant positive or negative variance from the statewide standards.

The following measures are under consideration by the Postsecondary Perkins Advisory committee. Data will be collected by the colleges and reported to the Board of Regents.

Measures of Occupational Competency:

Target Date: 1992-93 for baseline data.

This standard would be measured, similar to the new NCA criterion #3, based on multiple types of assessment of occupational competencies through one or more of the following:

1) Student success on licenser/certifying examination
2) Student success on comprehensive examinations
3) Completion of capstone courses
4) Responses from employer surveys
5) Responses from former students/graduates

Baseline data would be developed at each institution for at least one year, with a determination made at that time whether it is feasible to determine minimal percentages in these categories.

4. Measures of Service for Special Populations

Two-year college enrollments consist of significant numbers of members of special populations, especially the academically disadvantaged, the economically disadvantaged, and the disabled. For the purpose of the Perkins standards, these students would be

determined academically disadvantaged based upon the institution's basic skills assessment. The economically disadvantaged would be those who qualify for Pell or Ohio Instructional Grants. Students would be self-declared as disabled based on Section 504 of the Rehabilitation Act of 1973.

The Perkins Postsecondary Advisory Group recommends collecting data pertaining to the enrollment and graduation rates of these populations to study the percentage of graduates who are members of a special population and the percentage of student enrollees who are members of special populations. Comparison of these rates will help to understand how effective the colleges are in assisting members of special populations complete their degree programs.

D. Incentives and Adjustments

Discussion of incentives and adjustments related to the core standards and performance measures commenced at the November 19, 1991 meeting of the Committee of Practitioners. The following conclusions were drawn as a result of that discussion.

The Carl D. Perkins legislation requires that 75 percent of Title II funds be allocated to eligible recipients under prescribed formulae that do not take into consideration the number of special population students actually served in vocational education programs. Under Perkins II, states have no flexibility to provide financial incentives to address the needs of special populations.

Ohio has no flexibility under state legislation to provide financial performance incentives for vocational education unit funding or matching equipment. Non-financial incentives can be used to meet the letter of the requirements under Section 115 of Perkins II, but non-financial incentives do not have the impact of financial incentives.

The formulae for the distribution of program improvement funds in Title II, Part C of the Perkins legislation should be modified to include a state-delivered funding factor related to the actual number of individuals served from targeted groups or special populations. If the mandated formulae are not changed, the Perkins regulations should be modified to permit states to reserve a portion of the funds in Title II-C to be allocated on a performance basis.

Positive incentive/adjustments for secondary vocational education discussed include the following:

- Eligibility or higher priority for receipt of Sex Equity Grants.
- Additional state secondary vocational education unit funding (presently illegal).
- Reduced reporting requirements in the local program improvement plan.
- Higher priority for the receipt of new secondary vocational education units.
- Higher priority for the receipt of matching state equipment funds (presently illegal).
- Lower placement goal standards for programs that enroll disabled, disadvantaged, and limited English proficiency students at a higher rate than the established state plan goals.
- Awards of recognition to programs that exceed state goals for disabled and disadvantaged students.

Negative incentives/adjustments for secondary vocational education programs discussed include the following:

- Withdrawal of secondary units for programs that fall below minimum enrollment standards for 3 consecutive years.
- Withdrawal of secondary units for programs that fail to meet primary placement standards for 3 consecutive years.
- Denial or delay of Title II-C program improvement funds for plans that are incomplete (all or nothing funding).

- Ineligibility or lower priority for receipt of Sex Equity Grants, Community-based Organization (CBO) grants.
- Reduced state secondary vocational education unit funding (presently illegal).
- Increased reporting requirements of the VEPD program improvement plan.
- Reduced priority for receipt of new secondary vocational education units.
- Reduced priority for receipt of matching state equipment dollars (presently illegal).

E. An Indicator of Local Efforts to Address Statewide Core Standards for Basic Academic Skills

Ohio Joint Vocational School Districts (JVSD's) are an excellent barometer of existing intervention strategies related to the core standards. Although Ohio's 49 JVSD's do not have primary responsibility for assisting students in passing the ninth grade proficiency test as a prerequisite for graduation from high school, they have taken a very active role in providing intervention activities to assist students in mastering the skills necessary to successfully pass the test beginning in FY94. Beginning in FY94, all city, exempted village and local school districts will be labeled as excellent or deficient schools based upon the criteria of passage rates from the ninth grade proficiency tests, student attendance rates and staff attendance rates. Joint Vocational School Districts will not be rated as excellent or deficient based upon the test scores, but they are aware of the needs of the students and have become active partners in the intervention process. A phone survey of all 49 Joint Vocational School District Superintendents in the fall of 1992 identified the following:

A total of 7,547 eleventh grade students or 45.4% of all eleventh grade students enrolled in JVS's had not successfully passed all sections of the ninth grade proficiency test.

A total of 87.8% of all JVS's were providing remedial activities for these students over and above the efforts of the associate school districts.

A total of 79.6% of all JVS's were providing tutoring activities over and above the efforts of the associate school districts.

A total of 53.1% of all JVS's were modifying curriculum independent of associate districts to provide more intervention activities.

A total of 38.8% of all JVS's were providing intervention strategies for students who were **not enrolled** at the JVS.

The results indicate that JVS's have begun efforts to address the basic and advanced academic statewide skill core standards as unanimously adopted by the State Board of Education on August 10, 1992.

II. Secondary, Postsecondary/Adult Occupational Programs, Services and Activities (Title II, Part C, Section 231-232)

A. Adults in Need of Training and Retraining

1. Enrollment Data

Enrollment data from FY92 shows the following students were served:

A total of 68,833 adult students were enrolled in full-time vocational education programs.

A total of 164,298 adult students were enrolled in part-time vocational education programs.

A total of 5,685 adult students were enrolled in part-time apprentice vocational education programs.

The overall target goal of all adult vocational education services in Ohio is to provide training to the seven percent of the Ohio Civilian Labor Force that needs training each year. The overall target population is based upon the assumption all adults will need some type of retraining every 14 years. During FY92, 238,816 adults participated in some type of funded adult vocational education program.

Table 1 identifies the target adult population to be served.

Table 1

Adult Population in Need of Training

	FY88	FY89	FY90	FY91	FY92
Total Ohio Civilian Labor Force (1) (Previous Year)	5,271,808	5,328,000	5,287,861	5,305,550	5,323,239
7% Target Goal for Adults Needing Upgrading (2)	369,027	372,960	370,150	371,389	372,865
Total Adult Students Served (3)	318,442	306,930	317,263	308,018	238,816
% of Ohio Civilian Labor Force Served	6.04%	5.76%	5.91%	5.81%	4.49%
Unserved Adults Below 7% Goal	50,585	66,000	52,887	63,371	134,159

(1) 1991 Data from LMI Division, Ohio Bureau of Employment Services
(2) Constant state goal based upon need for retraining every 14 years
(3) Research Office Executive VEDS Reports

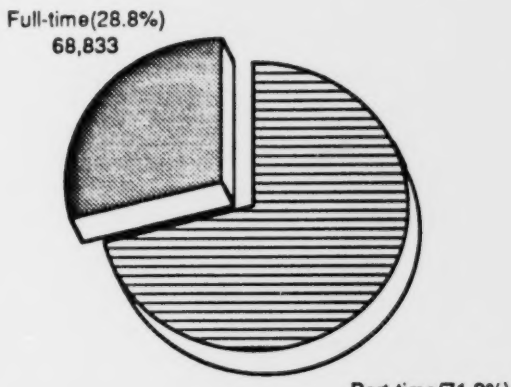


Figure 1

The distribution of adult students served by type of program is depicted in Table 2 and Figure 1.

Distribution of Adult Students

Table 2

Distribution of Adult Students by Type of Program

	Full-time Adult	Part-time Adult*	Total
FY92 Actual	68,833	169,983	238,816
FY91 Actual	72,456	211,816	308,018
FY90 Actual	78,743	217,813	317,263
FY89 Actual	69,908	215,707	306,930
FY88 Actual	76,187	222,104	318,442
FY87 Actual	70,089	216,527	307,549
FY86 Actual	55,397	236,973	313,524

**Includes individuals in apprenticeship programs:*

FY92	5,685	FY89	6,391	FY86	6,331
FY91	6,241	FY88	6,656		
FY90	6,698	FY87	6,312		

Adult vocational education's mission has been to provide a full range of services to all adults. This full range must include supplemental, preparatory and customized training, as well as client (student) support services. Such services are obtained through cooperation and linkage with other public and private sector agencies. Services other than skill training provided to the adult student have included adult basic education, financial aid, high school diploma programs, child-care, and transportation.

The full range of services are designed to meet both business/industrial and personal needs as they relate to employment or re-employment. Many programs are designed to

serve special and/or targeted populations, as well as the general population. The next sections give examples of these programs.

2. ***Family Life***

The Family Life program serves disadvantaged adults in urban and rural areas. Participants attend classes to help them strengthen personal, family, interpersonal and parenting skills. The program also emphasizes consumer management and homemaking skills through primary prevention via early identification and intervention. Referrals are made when necessary to appropriate agencies.

10,671 adults participated in Ohio Family Life Education programs in 1991-92. The majority of adults were in the 21-35 age group.

3. ***Displaced Homemakers***

The Displaced Homemaker program is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning. The program provides participants with supportive instruction and services to help them cope with their new life situation, to overcome barriers preventing them from becoming independent, and to acquire marketable skills.

In FY92, Displaced Homemaker programs served 2,034 full-time students.

There are 36 coordinators of Displaced Homemaker programs.

4. ***Public Safety***

In FY92, Public Safety services trained over 22,502 fire fighters, 24,543 emergency medical technicians, and 2,182 peace officers.

5. ***Farm Business Planning and Analysis***

The Farm Business Planning and Analysis Program (FBPA) provides an in-depth instructional procedure for teaching farm management to full- and part-time operators and managers. The program is designed with a continuing course of study. This approach provides a realistic and logical procedure to help farm operators learn the pertinent facts about their farm business and to help farm operators, with assistance from the FBPA instructor, make yearly plans and adjustments to the changes in the agricultural economy. A computer analysis of farm records and on-site instruction are integral parts of the FBPA program. Once the analysis of the farm records is made, the farmer has a sound basis for farm management decisions. In FY92, the FBPA program served 1,666 farm operators. There are 25 teachers of FBPA.

6. ***Work and Family***

The Work and Family program is designed to help employees be more productive in both their work and family life. This is accomplished through work-site seminars tailored to the needs of the individual company or organization. Seminars are offered on a variety of topics, but are focused on strengthening personal, family and interpersonal relationships, parenting skills, and management skills.

7. ***Transitions***

For the dislocated and/or unemployed worker, the focus of the Transitions program is to provide pre-employment and career transition instruction in the areas of resource management, employability, and job readiness.

8. *Consumer and Homemaking Education*

Consumer and Homemaking adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. The purpose is to provide training for persons who are planning to enter or who are already engaged in the occupation of homemaking and wish new or updated information and skills. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills in:

- management of the home,
- consumer education practices, and
- human relationships, including parenting.

9. *Program Coordination Activities*

The coordination of activities with other public and private sector agencies is an integral part of the planning and effective use of resources. Examples of such coordination include:

- Single parent homemaker grants provided occupational training and support services to the target populations.
- Through Family Life programs there was active coordination with other agencies.
- Automotive technicians requiring new technological advances in the automotive industry were trained through the cooperative efforts of General Motors, Ford, Chrysler and the Trade and Industrial Education Service.
- Each of the adult full-time units had advisory committees consisting of community business people. These were reviewed and documented during the MaPP review and through opening, closing and follow-up reports.
- Full-time adult programs were based upon labor demand statistics provided by the Ohio Occupational Information Coordinating Committee.
- Full-time adult programs utilized materials developed via the JTPA Entrepreneurship project at the National Center for Research in Vocational Education.

10. *Full-Service Adult Centers*

In an effort to be more responsive to the needs of business and industry, the Division of Vocational and Career Education designated 14 school systems on August 21, 1987, to function as Adult Vocational Education Full-Service Centers. In FY88, the number increased to 21 and in FY89 the number increased to 27. The total number of Full-Service Centers in FY90 and FY91 was 27. The total number of Full-Service Centers remained at 27 in FY92. The purpose of the centers is to provide business and industry a cost-efficient, educationally sound way to train and upgrade the skills of their personnel. The 27 designated VEPD centers include:

Akron Public Schools	Mid-East Ohio Vocational School
Apollo Career Center	Montgomery County Adult Vo-Tech Center
Auburn Career Center	Ohio Hi-Point JVS
Butler County, D. Russel Lee CC	Pickaway-Ross Vocational Center
Columbiana County JVS	Pioneer JVS
Columbus Public Schools	Polaris Career Center
Eastland Vocational School	Portage Lakes Career Center
EHOVE Adult Career Center	The Adult Education Center,
Great Oaks JVS	Tri-County Vocational School
Greene County Career Center	Tri-Rivers Center for Adult Education
Licking County JVS	Trumbull County JVS
Lorain County JVS,	Upper Valley JVS
Mahoning County JVS	Wayne County Schools Career Center
Medina County Career Center	Youngstown City Schools

In October 1991, Ohio's Full-Service Centers were designated by the U.S. Department of Education as meeting President Bush's concept of skill clinics for a nation of learners. Each Full-Service Center/skill clinic provides one-stop service, coordination of other agencies, assessment, referral and career counseling.

The number of institutions meeting the requirements for Ohio's Adult Vocational Education Full Service Centers has been expanded from 27 to 32 during the 1992-93 school year. The full service centers continue to offer multipurpose facilities to provide skill training, retraining, and upgrading programs to Ohio agriculture, business, industry, and labor. The centers continue to offer Adult Basic Education, GED testing, Career Assessment, Child Care Services, Employability and Job Readiness Skill Training, as well as a variety of supportive services. The centers work directly with business, providing customized programs. These services are offered by Ohio's public school system and are available to the entire adult population.

11. Types of Vocational Institutions Offering Postsecondary Vocational Education Programs

Full-time adult postsecondary vocational education programs were offered in 88 school districts and 159 school buildings in FY92.

Part-time adult postsecondary vocational education programs were offered in 217 school districts and colleges and 316 school and college buildings during FY92.

Technical associate degree vocational education programs were offered in 45 colleges in FY92, as indicated from Integrated Postsecondary Education Data System (IPEDS) surveys in the fall of 1991.

12. Examples of Linkages with Business and Industry Can Be Demonstrated by Examples of Direct Training

Postsecondary vocational centers provide direct training to the various automotive technician services through a program offered in conjunction with DANA Incorporated through the Doctor of Motors program. Instructor upgrade training is provided by various automotive parts manufacturers through the DANA Corporation to adult vocational automotive instructors which, in turn, provide upgrade training to local service providers. The program is marketed statewide by DANA Incorporated.

Postsecondary vocational centers continue to be a provider for the Ford Assett program. This joint venture provides skilled service technician training to local Ford dealers. The Portage Lakes Vocational Center Ford Assett program was the runner-up program for the Secretary of Education's Exemplary Award for postsecondary programs from this federal region. This year Penta County Vocational School and Cuyahoga Valley Joint Vocational School will provide direct customized upgrade training for United Auto Workers-Chrysler.

The Ohio Department of Agriculture awarded two $35,000 grants. One grant to be used to help the Farm Business Planning Analysis Program assist economic disadvantaged agriculture producers to access the program to improve production and management skills. The second grant was awarded to the Ohio Young Farmers program to provide community service projects to various communities in the state making the general population more aware of the importance of agriproducts and agribusiness, as well as meeting local community needs.

B. Secondary Programs

A total of 246,842 students were reported or enrolled in vocational education programs, classes and evaluation services in FY92.

A total of 91,186 students were enrolled in secondary vocational education occupationally specific programs or Occupational Work Experience programs.

A total of 30,858 occupationally specific vocational education students were also enrolled in a correlated math course, correlated English/language arts course, and correlated science classes.

A total of 118,522 students were enrolled in secondary consumer homemaking programs in FY92.

Full enrollment counts are continued in Appendix A.

Types of Secondary Institutions Offering Vocational Education Programs

Ohio's 612 local, exempted village and city school districts operated under 99 Vocational Education Planning Districts in FY92.

Vocational education programs were offered in 615 school districts (including joint vocational schools and institutions) in 1,067 school buildings.

C. Local Expenditures of Funds Under Title II, Part C for Secondary, Postsecondary, and Adult Services and Activities

In compliance with section 114(a), of P.L. 101-392, the State Board of Education determined the amounts and uses of the funds proposed to be reserved for secondary and postsecondary education under Title II, Part C, section 102(a)(1) after consulting with the Ohio Board of Regents (OBR). The proposed proportioning between secondary and postsecondary education was also shared and discussed with eligible recipients during the five regional Local Education Area Planning (LEAP) meetings held in December, 1990.

The State Board of Education distributed Part C funds to secondary schools in compliance with the general rule formula in section 231(a). Funds were distributed to Vocational Education Planning Districts which completed the planning and accountability components identified in the VEPD Strategic Plan. 85% of the Part C funds are reserved for this purpose.

The State Board of Education distributed Part C funds to adult and postsecondary education in compliance with special rule for minimal allocations in section 233(a). Per the requirements of section 233(b), the minimal amount means not more than 15% of the total amount made available for distribution under Part C. A total of 60% of the 15% minimal amount for postsecondary education was allocated to serve vocational education full-time adult education programs operated in Ohio school districts. A total of 40% of the 15% minimal amount for postsecondary education was allotted to serve occupationally specific associate degree programs in Ohio's community colleges, technical colleges, and university branch campuses. Both types of postsecondary grants are designed to assist programs serving the highest numbers of economically disadvantaged individuals.

An analysis of the FY92 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics.

1. Adult Postsecondary Grants

- Only 3.7% of the grant dollars were used for local administration $90,732
- Only 4.73% of the grant dollars were used to purchase equipment $114,444
- A total of 30.90% of the grants dollars were used to provide career development/career guidance related activities $748,263

2. Secondary Grants

- Only 3.91% of the grant dollars were used for local administration $917,793
- Only 4.62% of the grant dollars were used to purchase equipment $1,085,779
- A total of 23% of the grant dollars were used to provide career development/career guidance related activities..... $5,404,476

3. Postsecondary Associate Degree Grants

- Only 2.42% of the grant dollars were used for local administration $39,655
- Only 7.32% of the grant dollars were used to purchase equipment $120,193
- A total of 36.69% of the grant dollars were used to provide career development/career guidance related activities $602,114

D. Responses to 1992 Ohio Council on Vocational Education (OCOVE) Recommendations

The State Board of Education through the Division of Vocational and Career Education has responded to the 1992 recommendations of the Ohio Council on Vocational Education as follows:

Recommendation #1

Encourage SDA's and VEPD's to adopt or adapt exemplary JTPA vocational education 8% projects, as described in a council research report.

Division Report

The JTPA vocational education 8% program (Job Training Partnership Office) continues to notify SDA's and VEPD's on 8% projects that are eligible for funding. This includes providing SDA's and VEPD's with the purpose, objectives and intended outcomes of funded projects. After the 8% projects are completed and final reports are submitted to ODE, a summary of the results are distributed to the SDA's and VEPD's. Additional information regarding any project is made available to the SDA or VEPD for possible replication, information, or further study.

The Job Training Reform Amendments of 1992, P.L. 102-367, takes effect on July 1, 1993. States are currently awaiting JTPA regulations, which along with the reform amendments, will place greater emphasis on the development of collaborative programs and services between JTPA and Vocational/Technical Education.

Section 205 of the Job Training Reform Amendments of 1992 is entitled Linkages with Other Federal Programs and Local Employment and Training Programs. In this section, SDAs are required to establish appropriate linkages with other federally authorized programs including the Adult Education Act, The Carl D. Perkins Vocational and Applied Technology Education Act, the Rehabilitation Act of 1973, The Wagner-Peyser Act, JOBS, The Food Stamp Act, the National Apprenticeship Act, the U.S. Housing Act, the National Literacy Act of 1991, Head Start, Title V of the Older American Act and other provisions of JTPA. Additionally, SDAs are required to establish other appropriate linkages with state and local educational agencies, local service agencies, public housing agencies, community organizations, business and labor groups, volunteer groups working with disadvantaged adults and other training, education, employment, economic development and social service programs.

Section 265, of the reform act entitled Local Level Cooperative Arrangement With Other Education and Training Programs, requires SDAs to have formal agreements, with appropriate

educational agencies, that identify:

- procedures for referring and serving in-school youth,
- methods of assessment of in-school youth, and
- procedures for notifying the program when a youth drops out of school.

There needs to be regular information exchanges between educational agencies and the SDA.

Recommendation #2

Encourage the Division of Vocational and Career Education and the Ohio Board of Regents office for two-year campus programming to collaborate on the development of a guide for business, industry and labor in Ohio on how to access and use the state's vocational and technical education and training resources.

Division Report

Tech Prep in Ohio, as supported by the Tech-Prep Education Section of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, is defined as a competency-based program of combined secondary and postsecondary educational and occupational experience that includes a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in specific career fields. Tech-Prep has become the vehicle for collaborative efforts between the Ohio Department of Education and the Ohio Board of Regents. Joint administration of this grant provided for opportunities for joint planning and appointment of a joint advisory committee across secondary and postsecondary programming.

The Ohio Competency Analysis Profiles (OCAP) provides a point of departure for postsecondary curriculum assures a smooth transition between secondary and postsecondary levels of Tech-Prep. The OCAP process has utilized business, industry and labor practitioners to verify the occupational, academic, and employability skills needed to success in 60 vocational program areas.

Consortiums built to implement the Tech-Prep initiative are required to include business/industry and labor as active partners which participate in overall consortium planning and management and the design of the individual Tech-Prep programs. Grant awards for FY93 include involvement of over 35 business, industry and labor members in consortiums around the state.

Recommendation #3

Consider the establishment of a "Vocational and Career Education/Two-year College Standing Committee" to deal with matters that effect job training programs at both the secondary level and two-year college level such as the State Plan.

Division Report

Formal and informal linkages between the Ohio Department of Education and the Ohio Board of Regents were increased significantly during the period July 1, 1991 through December 30, 1992, although communications continue to be hampered by the lack of standard taxonomic definitions for instructional programs, and differing commitment to the development of statewide core standards and measures of performance as required by the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Policy linkages at the highest level have been fostered through the Joint Commission of Vocational and Technical Education, the Ohio Council on Vocational Education, the Governor's Human Resource Advisory Council, the Statewide Committee of Practitioners, the Ohio Occupational Information Coordinating Committee, and the Ohio Department of Education and the Board of Regents' involvement in the GAP Analysis Report, particularly the section on life-long learning.

With the advent of the Governor's Human Resource Advisory Committee's Ad hoc Education Committee, consideration is being given to making that committee the coordinating body for all school to work initiatives across multiple state agencies.

Recommendation #4

Support legislative action that would permit adults enrolled in secondary vocational education programs to be included in meeting the unit minimum enrollment standards for unit funding, provided that their inclusion would not result in secondary schools be penalized through funding reductions from the Average Daily Membership (ADM basic student aid).

Division Report

The Ohio Department of Education continues to support council's recommendation in this area. It is recommended that the state legislature consider implementing legislative changes that would permit counting and funding of adult education students in secondary vocational education programs.

Recommendation #5

Explore how student participation in vocational student organization leadership development activities can be funded other than through individual membership dues.

Division Report

The Division of Vocational and Career Education concurs fully with the Council's recommendation that the vocational student organizations should be an integral part of all secondary vocational education programs. Vocational student organization (VSO) activities should provide students opportunities to participate in local, regional, state, and national activities within their organization. VSO's are a co-curricular, not an extra-curricular component of all secondary vocational education programs.

Federal regulations related to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 restrict the use of federal funds for the payment of student membership dues.

Although other states have developed separate state line item funding for vocational youth organizations, Ohio has yet to implement such a strategy. Vocational student organization participation rates by Vocational Education Planning District (VEPD) will be incorporated as an important data set in the VEPD Strategic Plan and the Education Management Information System (EMIS) analysis after July 1, 1993.

While membership dues should not pose a barrier to participation, a modest membership dues structure is believed to add worthiness to the organization in the eyes of the student.

Continuing Priorities

In addition to the Recommendations presented above, the Council in concert with the Division of Vocational and Career Education continues to be concerned about the following matters with long-term implications:

1. **Adequate Funding for Implementation of Major Components of the Action Plan for Accelerating the Modernization of Vocational Education in Ohio. Such components include:**

    a. **the development and implementation of competency-based vocational education curricula,**

b. the development and maintenance of student individual career plans, and

c. the leadership development and staff development necessary to accomplish these tasks.

Division Report

Specific recommendations for the funding of major components of *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio* are included in the State Board of Education legislative recommendations to the Governor and the State Legislature for the biennium budget July 1, 1993 through June 30, 1995. The State Board of Education unanimously adopted the Statewide Core Standards and Measures of Performance for all secondary and full-time adult education programs at the August 10, 1992 State Board of Education meeting for implementation during the 1992-1993 school year. The core standards mandate the implementation of competency-based vocational education curriculum to increase the academic occupational employability skill levels of students enrolled in vocational education programs.

The Ohio Career Development Program has been modified to include increased emphasis on individual career plans for all students beginning at grade eight. Effective July 1, 1992, all Vocational Education Planning Districts (VEPD's) were given access to career education funding to help implement the individual career plans. Increased funding for individual career plans is also included in the State Board of Education recommendations to the legislature and the Governor.

Despite declining federal resources to fund statewide leadership development activities, the Ohio Department of Education continues to fund five vocational education personnel development centers and are working with local Vocational Education Planning Districts (VEPD's) to implement professional development plans for vocational and technical education teachers and administrators. Special consideration needs to be directed toward the recruitment and preparation of "new professionals" to assure an adequate and competent flow of vocational teachers into the classrooms and laboratories across the state.

2. **Efforts to Expand Vocational Education Programming for the Incarcerated In Order to Involve a Greater Percentage of Inmates in Job Training Programs.**

Division Report

Vocational Education program expansion in correctional institutions continues to be limited by 4 major factors:

1) the availability of funds,
2) the availability of instructional facilities,
3) lengths of incarceration, and
4) the availability of competency-based instructional materials.

Total state dollars for full-time adult education units were reduced by $600,000 in FY91 and FY92. Funding under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 resulted in an additional loss of $2,577,712 to fund full-time adult education programs in FY92. It is anticipated that loss of state and federal funds will result in fewer vocational education full-time units available for incarcerated and non-incarcerated individuals in FY93. It is important to note that, despite cutbacks, the Ohio Department of Rehabilitation and Corrections continues to be the largest single recipient of full-time adult education funding in the state. Full-time adult education enrollment in programs operated within the Ohio Department of Rehabilitation and Corrections in FY92 was 1,917. Enrollments in secondary vocational education programs operated by the Ohio Department of Youth Services and the Ohio Veterans' Children's Home included services to 1,842

number of students in FY92. In compliance with previous OCOVE recommendations, the Ohio Department of Education staff will continue to recommend the enrollment of inmates in occupationally specific vocational education programs related to their skills, interests, and aptitudes, not less than 6 months prior to anticipated release and not more than 3 years prior to such release. The Ohio Department of Education concurs that marketable skills should be a very positive factor in consideration for parole.

3. **Marketing Strategies Designed to Enhance the Image of Vocational/Technical Education Among all Segments of Ohio's Population.**

Division Report

The current *FY93 Vocational Education Planning District (VEPD) Comprehensive Strategic Plan* requires that all VEPDs prepare a written marketing plan or develop administrative objectives for the marketing initiative. Fifty-three VEPDs have indicated written plans were in place, while 35 listed administrative objectives. VEPDs with written plans budgeted $570,664, while the remaining VEPDs budgeted $384,156 for the marketing initiative. Source of these funds came from the Carl D. Perkins Vocational and Applied Technology Act grants for FY93.

Written plans were required to be comprehensive with the following components identified: analysis of the marketing situation, goal or objective statements, target market identification, marketing strategies, budget information, and evaluation strategies. The FY94 VEPD plan requires that all VEPDs develop a formal written plan.

The concept of developing a Marketing Network was instituted in March of 1991. Marketing Network members are identified by the VEPD superintendent in the VEPD plan. The network provides a marketing linkage in every VEPD for successful implementation of local and state marketing initiatives. Ongoing technical assistance and inservice training are offered through the Ohio Department of Education.

The Statewide Marketing and Communications Plan was developed with implementation beginning July 1, 1992. The development process was handled through a focus group with statewide representation of marketing network members. Goals for the statewide plan include the following:

- Become a clearinghouse for marketing ideas.
- Establish a consistent statewide identity.
- Improve the image of vocational education with all publics.
- Develop a broad base of support for vocational education.
- Conduct marketing research as a basis for decision-making for statewide marketing efforts.

The Department is sponsoring marketing research in cooperation with The Ohio State University. The study surveys VEPD superintendents as to their perceptions of their role in the VEPD marketing function and ask for their perceptions of the VEPDs marketing effectiveness. Study results are anticipated in March of 1993.

4. **Efforts to Identify and Implement Strategies to Strengthen the Academic Component of Vocational/Technical Education.**

Division Report

Several important benchmarks related to the integration of academics and vocational education were achieved in FY92. A total of 30,858 vocational education students received correlated academic instruction as an integral component of their vocational education job training program in FY92. A total of 45.2% of all eligible in-school block programs had been

converted to correlated academic programs that include block vocational education and correlated academic instruction. Funded correlated academic classes were also made available to regular cooperative education programs for the first time in FY92. A total of 4.5% of the cooperative education programs were converted to correlated academic programs in the initial year.

Matching state funds totaling $150,000 were made available to schools to purchase applied academic resources in applied mathematics, principles of technology and applied biology/chemistry.

Finally, the State Board of Education unanimously approved the new statewide core standards for secondary and full-time adult education programs which further support the mastery of both academics and occupational skills.

5. **Emphasis Upon the Elimination of Sex, Disability, and Racial Bias in All Areas of Vocational Education.**

Division Report

Efforts to eliminate sex-role stereotyping and bias and to encourage equity in terms of enrollment and placement in occupational programs has been a goal of vocational education since 1976. This has been a relatively short time in which to address many of the most deeply held cultural beliefs and long-established practices in our society.

An examination of the data from the 1980's suggests that continued emphasis on the elimination of sex stereotyping and bias in schools is well founded. Traditionally, enrollments in seven of the eight vocational program areas in Ohio have been predominantly of one gender or the other, and although progress is being made, that condition continues today. Marketing education is the only area that has almost equal numbers of males and females. Similarly, in most occupations, males still earned more than females and in a few cases these differences were larger in 1989 than in 1980.

Ohio continues to enhance the adult life opportunities for individuals with disabilities by removing barriers to career and vocational education programs. Integrated program experiences through the delivery of effective support services has continued to increase both the number of individuals with disabilities served and high-level of employment placements. Expanded specialized school and community-based job training systems have increased the opportunity for individuals not previously served. New federal legislation, Individuals with Disabilities Education Act (IDEA) is increasing the coordination activities between various state agencies essential to the transitional needs of these individuals. Implementation of the American's with Disabilities Act (ADA) continue to promote new initiatives which enhance opportunities both at the secondary and postsecondary level.

6. **Efforts to Replace Inadequate and Obsolete Equipment in Vocational/Technical Education.**

Division Report

A long standing funding policy regarding vocational equipment replacement and upgrading will continue per state board of education directive, however, significant increases in funding levels are not anticipated under current economic conditions.

In FY92, a total of $11,000,000 of state/local resources were expended for equipment replacement at the local level.

7. Funding of Sufficient Full-time Adult Vocational Education Units to Meet the Increasing Demand for Adult Job Training.

Division Report

In FY91, the Division funded 956.56 units of full-time adult vocational education. Because of state and federal budget cuts the department is only able to provide support for 737.35 in FY93. In addition to the reduction in units because of budget cuts the department is unable to provide subsidy for new or expanding programming. The cumulative budget shortfall based upon unit reductions and new units requested but not funded is 189.35 units.

Additionally, unit reimbursement has not been increased since 1991. Tight economic conditions coupled with no increase in state funding have left the local districts with little choice other than to raise tuition. Unfortunately, those adults most in need of training can least afford it.

Therefore, it becomes imperative to fund not only the number of units requested but also build in a unit value increase. The Ohio Association of Joint Vocational School Superintendents has proposed making the adult unit value equal to 2/3 of a secondary unit which is currently $38,000.

A one-year need to fulfill the above would be $25,581,953. An additional $6,000,000 is needed to fund part-time hourly classes. The total one-year budget need for adult vocational education is $31,581,953.

III. Single Parents, Displaced Homemakers, and Single Pregnant Women (Title II, Part B, Section 221)

In FY92, Ohio used Single Parent, Displaced Homemakers, and Single Pregnant Women set-aside monies to fund three grants. These grants included the Displaced Homemaker Grant; Graduation, Occupation and Living Skills (GOALS) Grant; and the Comprehensive Support Services Grant (CSS) for Single Parents, Displaced Homemakers and Single Pregnant Women. The major focus of the three grants was to reduce the barriers to education and employment this population experiences and to assist them in obtaining marketable skills so they can support themselves and their families.

A. Program Initiatives

1. Displaced Homemaker

The Displaced Homemaker Grant is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning through education, training and support services. The program emphasizes personal development, career exploration, employability and resource management skills. A total of 2,034 participants were served through the grant in FY92. Prior to enrolling in the program, the participants identified multiple barriers to completing their education or gaining employment which included:

- 60.5% ..... lacked work skills
- 45% ..... lacked work experience
- 38% ..... lacked confidence
- 34% ..... child care problems
- 25% ..... transportation problems

Of the 2,034 Displaced Homemaker Grant participants, 38% received tuition assistance, 32.6% transportation monies, and 12.4% tuition dollars. This assistance translated into the following program outcomes:

- 42% ..... entered skill training or higher education
- 25% ..... entered employment
- 22% ..... enrolled in ABE/GED or other remediation
- 2% ..... obtained GED

2. Graduation, Occupation and Living Skills (GOALS)

The Graduation, Occupation and Living Skills (GOALS) Grant enables single parents and homemakers with dependent children who have dropped out of high school to obtain a GED, attain job skills, function as a responsible parent, and become economically independent. A total of 686 students were served through the GOALS grant with the following items identified by the participants prior to their enrollment in the program as barriers to continuing their education or gaining employment:

- 84.5% ..... no high school diploma or GED
- 55.5% ..... lacked transportation
- 48.0% ..... lacked work experience
- 43.0% ..... child care problems

Of the 686 students served through the GOALS Grant, 36% received transportation assistance, 17% dependent care support, and 12% were provided with tuition benefits. This aid was resulted in the following program outcomes:

- 60% ..... enrolled in ABE/GED or other remediation
- 12% ..... entered skill training or higher education

- 9% ..... entered employment
- 8.5% ..... received GED, high school diploma or returned to high school

3. *Comprehensive Support Services (CSS)*

Comprehensive Support Services (CSS) for Single Parents, Displaced Homemakers and Single Pregnant Women Grant provides dependent care, transportation assistance, tuition, and nontraditional occupational entry expenses to individuals with the greatest financial need to enable them to become economically self-sufficient. The Vocational Education Planning Districts that receive the grant determines the audience that most needs the assistance from the grant, and thus the dollars are divided among adult and secondary participants. A total of 2,051 adults were served through the CSS Grant in FY92. Some highlights about the adult participants at their entry into our program include:

- 98% ..... females
- 49% ..... were between ages 30-54
- 50% ..... had a high school diploma or GED
- 75% ..... were not employed
- 50% ..... reported problems with dependent care
- 53% ..... lacked work experience
- 68% ..... lacked work skills
- 27% ..... transportation problems

Highlights about adults participating in this grant include:

- 45% ..... received transportation assistance
- 44% ..... were provided with tuition dollars
- 23% ..... received educational materials

A total of 2,083 dependents received care while their parent/guardian attended an educational program.

A total of 580 secondary students were served through the CSS grant in FY92. At their initial entry point for services provided by the grant, 26.5% had jobs along with school and parenting responsibilities and 82% lived with their family or relatives. Transportation assistance was provided to 45.5% of the participants and 610 dependents received care while the secondary student attended educational programs. As a result of the assistance from this grant:

- 80.7% ..... graduated from high school or were promoted
- 9.2% ..... dropped out of school
- 7.9% ..... transferred to another school

B. Achievements and Services for Single Parents, Displaced Homemakers and Single Pregnant Women

A conference for new GOALS and Displaced Homemaker coordinator's was held on October 17 and 18, 1991 in Columbus, Ohio. Six new coordinators were in attendance at this meeting.

Ohio hosted the Region V National Displaced Homemaker Conference in Cleveland, Ohio on May 13-15, 1992. Forty-two (42) of Ohio's GOALS and Displaced Homemaker Coordinators were in attendance at the meeting.

Ohio sponsored a conference entitled "Building Bridges for Family Support" on November 14, 1992 in Worthington, Ohio. The purpose of the meeting was to assist GOALS coordinators in building linkages with Adult Basic Education and county Human Services personnel.

CSS grant coordinators met at the All Ohio Vocational Education Conference, August 11, 1991 in Cleveland, Ohio. Highlights from the new Carl Perkins legislation and its impact on the CSS grant was the focus of the meeting.

C. Exemplary Programs

1. Displaced Homemaker Program

The Displaced Homemaker Program at Choffin Career Center in Youngstown, Ohio is another example of an exemplary program. Last year, Choffin served 68 displaced homemakers, 87% of whom were between the ages of 45 and 54. In this group of clients, 51% were individuals of color, 13% were disabled, and 100% were economically disadvantaged. As a result of this program, 20% upgraded their employment status, 28% enrolled in ABE/GED, and 51% have entered or are awaiting enrollment in a vocational/technical training program.

2. Graduation, Occupation and Living Skills (GOALS) Program

The GOALS program at Dayton City Schools is another special program. This program served 93 individuals who were striving to graduate from high school and learn a skill to support themselves and their families. Forty-nine percent of these individuals were between the ages of 30 and 54, and 68% were individuals of color. Statewide statistics show that 60% of the participants enrolled in ABE/GED or other remediation, and 12% entered skill training or higher education. The following is an example of a GOALS success story.

Judy began attending the GOALS program in October, 1991. Even though she had completed a nurse aide program at a local private school, she felt she needed help with basic skills and was not confident in finding a job in her field. She benefited especially from the personal development and job readiness units in GOALS. This was evident through mock interviews taped several months apart.

Judy wanted to continue her schooling, but had an unpaid balance on a loan she had taken out at the private school. With the help of a Single Parent/Displaced Homemaker tuition funds, she was able to enroll in nurse aide training where she brushed up on her basic skills and became certified as a nurse aide. Judy is now working full-time in a local medical center.

3. Comprehensive Support Services (CSS) Program

Lorain County JVS served 60 single parents, displaced homemakers and single pregnant women; 51 at the adult level and 9 at the secondary level. 88% of all students served were living in poverty at intake.

Of the adults served, 49 received assistance with tuition and educational materials, and all 51 received complementary activities that assisted them with employability. Fourteen percent of all the adult students enrolled in nontraditional job training, and the average starting wage for all students who secured employment after completing training was $5.85 per hour. 39% completed their training and secured related employment, 20% completed their training and are actively seeking employment, 14% completed their training and are employed in a non-related area, 14% completed their training but are not in the labor force, and 10% left their training programs for employment before completion of the program.

Of the secondary students served, all of the students were enrolled in GRADS as well as occupational training programs; of those, 22% were enrolled in nontraditional occupational programs. All students completed their programs, earned their high school diplomas, and were actively seeking employment or had secured related employment.

IV. Sex Equity Programs (Title II, Part B, Section 222)

A. Students In Nontraditional Programs (Sex Equity)

The Division of Vocational and Career Education has consistently defined nontraditional programs as those programs in which the base year enrollment percentage for one gender was between 75.1 percent and 100 percent. The FY86, FY87, and FY88 annual performance reports used U.S. Department of Education 1972 base year calculations to determine nontraditional programs.

Under OMB memo number 1830-050 the U.S. Department of Education changed the definition of nontraditional vocational education program or courses. The new definition for a non-traditional program or course for a student was one in which the majority (over 50%) of students are of the opposite sex.

In response to the above policy, Ohio and other states expressed concern that the new definition failed to focus on the programs where sexual bias is most likely to exist. The U.S. Department of Education, therefore, returned the definition to those programs that have one gender enrollment making up 75.1 percent to 100 percent of total enrollment.

In compliance with the latest program memorandum Ohio has redefined "nontraditional" programs in Ohio using FY92 base year data. The following rosters list the taxonomies which are nontraditional for males and the taxonomies which are nontraditional for females for their district. Each service area has been asked to continue its efforts to increase enrollment of students in programs which are nontraditional for their sex.

A total of 5,406 male students were enrolled in secondary vocational education programs nontraditional for their sex.

A total of 3,217 female students were enrolled in secondary vocational education programs nontraditional for their sex.

A total of 4,035 male students were enrolled in full-time adult vocational education programs nontraditional for their sex.

A total of 2,161 female students were enrolled in full-time adult vocational education programs nontraditional for their sex.

A total of 3,075 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.

A total of 1,916 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.

Secondary Programs Nontraditional by Sex

Nontraditional for Males	Nontraditional for Females
04.0200 Apparel & Accessories	01.0100 Agricultural Science
04.1800 Recreation & Tourism	01.0104 Farm Management
07.0101 Dental Assistant	01.0200 Agricultural Supplies/Services
07.0203 Medical Lab Assisting	01.0300 Agricultural Industrial Equip. & Services
07.0302 Practical (Vocational Nurse)	01.0400 Food Processing
07.0303 Nurse Assistant	01.0600 Natural Resources
07.0305 Surgical Technician	01.0699 Environmental Management
07.0904 Medical Assistant	01.0700 Forestry
07.0906 Community Health Aide	01.9900 Other Agriculture
07.0913 Ward Clerk	17.0100 Air Conditioning & Heating
07.0998 Diversified Health Occ	17.0200 Appliance Repair

Secondary Programs Nontraditional by Sex (Continued)

Nontraditional for Males

09.0201 Child Care Service
09.0202 Fabric Technology
14.0100 Accounting & Computing Occ
14.0105 Bank Teller
14.0300 General Office Clerical & Filing
14.0302 Clerical Services Clerk
14.0304 Agency Clerk
14.0399 Office Machines Operator
14.0400 Inf. Communication Occ
14.0402 Correspondence Clerk
14.0406 Medical Records Clerk
14.0499 Administrative Support Clerk
14.0700 Stenographic, Secretarial
14.0799 Medical/Legal Stenographer
14.0900 Typing & Related Occupations
14.9900 Miscellaneous Office
17.2602 Cosmetology

Work and Family Programs
Nontraditional for Males

09.0102 Child Development (parenting)
09.0103 Clothing & Textiles
09.0109 Housing & Home Furnishings
09.0194 GRADS (see footnote)
30.5004 GRADS Program

Footnote: The GRADS program serves teenage parents and pregnant teens. An analysis of the population indicates that a significant number of the fathers are out-of-school youth, which prevents the attainment of 25% enrollment equity in this program.
Footnote: The only Barbering program in Ohio is in an all male correctional facility of the Department of Youth Services.

Nontraditional for Females

17.0301 Auto Body & Fender
17.0302 Auto Mechanics
17.0303 Auto Specialization
17.0304 Auto Tech
17.0400 Aviation Occupations
17.0401 Aircraft Maintenance
17.0600 Business Machine Maintenance
17.0801 Maritime Occupations
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electrical Trades
17.1004 Masonry
17.1005 Painting & Decorating
17.1007 Plumbing & Pipe Fitting
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1013 Resilient Floor Layer
17.1016 Mobile Home Service Maintenance
17.1100 Custodial Services
17.1200 Diesel Mechanic
17.1300 Drafting Occupations
17.1402 Power Transmission
17.1503 Electronics
17.1504 Communications Equip. Occupations
17.2004 Industrial Lab Assistant
17.2302 Machine Shop
17.2304 Metal Fabrication (heavy)
17.2305 Sheet Metal
17.2306 Welding & Cutting
17.2601 Barbering (see footnote)
17.2801 Fire Fighter Training (paid)
17.3000 Refrigeration Servicing
17.3100 Sm. Engine Repair & Internal Combustion
17.3601 Millwork & Cabinet Making
17.3602 Wood Pattern Making

An analysis of secondary instructional program codes by service area indicated the number of programs that were unbalanced by sex in FY92

- In Agriculture Education 0 of 13 secondary instructional codes were considered nontraditional for male students
- In Agricultural Education 9 of 13 secondary instructional codes were considered nontraditional for female students
- In Marketing Education 2 of 19 secondary instructional codes were considered nontraditional for male students
- In Marketing Education 0 of 19 secondary instructional codes were considered nontraditional for female students

- In Health Occupations 10 of 13 secondary instructional codes were considered nontraditional for male students
- In Health Occupations 0 of 13 secondary instructional codes were considered nontraditional for female students
- In Home Economics Useful 5 of 15 secondary instructional codes were considered nontraditional for male students
- In Home Economics Useful 0 of 15 secondary instructional codes were considered nontraditional for female students
- In Home Economics Gainful 2 of 8 secondary instructional codes were considered nontraditional for male students
- In Home Economics Gainful 0 of 8 secondary instructional codes were considered nontraditional for female students
- In Business Education 15 of 20 secondary instructional codes were considered nontraditional for male students
- In Business Education 0 of 20 secondary instructional codes were considered nontraditional for female students
- In Trade and Industrial Education 1 of 47 secondary instructional codes were considered nontraditional for male students
- In Trade and Industrial Education 37 of 47 secondary instructional codes were considered nontraditional for female students

Full-time Adult Programs Nontraditional by Sex

Nontraditional for Males

01.0101 Am P&C SM
04.1800 Rec & Tour
07.0101 Dental Assistant
07.0303 Nurse Assistant
07.0305 Surgical Technician
07.0399 Adult Nurse
07.0904 Medical Assistant
07.0998 Diversified Health
09.0201 Child Care
09.0295 Work & Family
09.0296 Multiple Goals
09.0299 Displaced Homemaker
14.0100 Accounting
14.0300 General Office
14.0700 Stenographer & Secretary
17.0200 Appliance Repair
17.2602 Cosmetology

Consumer Homemaking

09.0199 Family Life Adult

Nontraditional for Females

09.0205 Community & Home
17.0100 Air Conditioning
17.0301 Body & Fender
17.0302 Mechanics
17.0304 Auto Tech
17.0400 Aviation Occ
17.0401 Aircraft Mechanic
17.0600 Bus Machines Maintenance
17.0802 Marine Maintenance
17.1001 Carpentry
17.1002 Electricity
17.1004 Masonry
17.1011 Building Maintenance
17.1012 Industrial Maintenance
17.1200 Diesel Mechanic
17.1300 Drafting
17.1503 Electronics
17.1701 Div Industry
17.1900 Graphic Occupations
17.2302 Machine Shop
17.2305 Sheet Metal
17.2306 Welding
17.2601 Barbering
17.2802 Basic Law
17.2814 Truck Driving

Full-time Adult Programs Nontraditional by Sex (Continued)

Nontraditional for Females

17.2903 Meat Cutting
17.3000 Refrigeration
17.3100 Small Engine
17.3400 Leather Working
17.3500 Upholstery

An analysis of full-time adult instructional program codes by service area indicates the number of programs that were unbalanced by sex in FY92

- In Agriculture Education 1 of 3 full-time vocational codes was considered nontraditional for male students
- In Agriculture Education 0 of 3 full-time instructional codes was considered nontraditional for female students
- In Marketing Education 1 of 4 full-time instructional codes were considered nontraditional for male students
- In Marketing Education 0 of 4 full-time instructional codes was considered nontraditional for female students
- In Health Occupations 6 of 9 full-time instructional codes were considered nontraditional for male students
- In Health Occupations 0 of 9 full-time instructional codes was considered nontraditional for female students
- In Home Economics Useful 1 of 1 full-time instructional code was considered nontraditional for male students
- In Home Economics Useful 0 of 1 full-time instructional code was considered nontraditional for female students
- In Home Economics Gainful 4 of 7 full-time instructional codes were considered nontraditional for male students
- In Home Economics Gainful 1 of 7 full-time instructional codes was considered nontraditional for female students
- In Business Education 3 of 5 full-time instructional codes were considered nontraditional for male students
- In Business Education 0 of 5 full-time instructional codes was considered nontraditional for female students
- In Trade and Industrial Education 1 of 34 full-time instructional codes was considered nontraditional for male students
- In Trade and Industrial Education 29 of 34 full-time instructional codes were considered nontraditional for female students

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code

Nontraditional for Males

01.0603 Ornamental Horticulture
02.0203 Animal Health
04.0501 Interior Design
06.0201 Accounting
07.0201 Banking & Related Financial Program
07.0205 Teller
07.0299 Banking & Related Financial Program
07.0303 Business Data Entry Equipment
07.0401 Office Supervising & Management
07.0501 Personnel & Training Programs
07.0601 Secretary & Related Programs
07.0602 Court Reporting
07.0603 Executive Secretarial
07.0604 Legal Secretarial
07.0605 Medical Secretarial
07.0606 Secretarial
07.0699 Secretarial & Related Programs
07.0702 Clerk-Typist
07.0801 Word Processing
08.0102 Fashion Merchandising
08.1101 Transportation & Travel Marketing
08.1104 Tourism
10.0101 Educational Media Technology
13.1204 Pre-elementary Education
15.0602 Food Processing Technology
17.0101 Dental Assisting
17.0102 Dental Hygiene
17.0203 Electrocardiograph Tech
17.0209 Radiograph Tech
17.0211 Surgical Technology
17.0212 Diagnostic Medical Sonograph
17.0307 Hematology Tech
17.0402 Community Health Work
17.0405 Mental Health/Human Ser Asst
17.0406 Mental Health Tech
17.0410 Sign Language Interpreting
17.0499 Mental Health/Human Ser & Other
17.0503 Medical Assisting
17.0505 Medical Office Management
17.0506 Medical Records Tech
17.0507 Pharmacy Assistant
17.0510 Podiatry Assistant
17.0512 Veterinarian Assistant
17.0599 Misc Allied Health Service
17.0605 Practical Nursing
17.0606 Health Unit Management
17.0701 Ophthalmic Dispensing
17.0705 Optometry Technology
17.0807 Occupational Therapy
17.0808 Occupational Therapy Assistant
17.0818 Respiratory Therapy
17.0819 Respiratory Therapy Assistant
17.9999 Allied Health & Other

Nontraditional for Females

01.0201 Ag Mechanics, General
01.0204 Ag Power Machinery
01.0301 Ag Production, General
01.0304 Crop Production
01.0605 Landscaping
01.0607 Turf Management
02.0206 Dairy
02.0501 Soil Science
03.0403 Forest Products Utilization
03.0404 Forest Products Processing Tech
03.0601 Wildlife Management
06.2001 Trade & Industrial Supervision
08.0601 Food Marketing, General
10.0104 Radio & Television Prod
10.0199 Communication Technology
15.0199 Architectural Technology
15.0201 Civil Technology
15.0202 Drafting & Design Technology
15.0299 Civil Tech & Other
15.0302 Electrical Technology
15.0303 Electronics Technology
15.0304 Laser Electro-optic Tech
15.0399 Electrical & Electronic Tech
15.0401 Biomedical Equipment Tech
15.0403 Electromechanical Tech
15.0404 Instrumental Tech
15.0501 Air Cond., Heating, Refining
15.0603 Industrial Tech
15.0604 Manufacturing Tech
15.0607 Plastics Tech
15.0610 Welding Tech
15.0699 Ind Production Tech & Other
15.0801 Aeronautical Tech
15.0803 Automotive Tech
15.0805 Mechanical Design Tech
15.0899 Mechanical & Rel Tech & Other
15.1001 Construction Tech
15.9999 Engineering & Related Tech
31.9999 Parks & Recreation
41.0299 Nuclear Tech
43.0201 Fire Control & Safety
43.0299 Fire Protection & Other
46.0302 Electrician
46.0401 Building & Property Management
46.0499 Misc Construction Trades & Other
46.0599 Plumbing & Steam Fitting
47.0201 Heating & Air Cond & Refrig
47.0203 Heating & Air Conditioning
47.0303 Ind Equipment Maintenance
47.0401 Electromechanical Hydraulic
47.0603 Automotive Body/Repair
47.0604 Automotive Mechanics

Public Associate Degree Institutions
Report of Nontraditional Occupationally Specific Enrollments Program by CIP Code (Continued)

Nontraditional for Males	Nontraditional for Females
18.1101 Nursing, General	47.0605 Diesel Engine Mechanic
19.0301 Family & Community Services	47.0607 Aircraft Mechanical Air Frame
20.0201 Child Care & Guidance Management	47.0608 Aircraft Mech Power Plant
20.0202 Child Care Assistant	48.0102 Architectural Drafting
20.0203 Child Care Management	48.0105 Mechanical Drafting
20.0299 Child Care & Guidance Mangmt & Other	48.0507 Tool & Die Making
20.0404 Dietetic Aide/Assistant	48.0508 Welding
20.0499 Food Production Management	48.0699 Precision Work Assistant
22.0103 Legal Assistant	48.9999 Precision Production
25.0301 Library Assistant	
43.9999 Protection Services & Other	
44.0701 Social Work, General	
44.0799 Social Work, Other	

An analysis of occupationally specific instructional codes for Ohio's public associate degree institutions using the FY92 fall IPEDS enrollment data indicates the numbers of instructional programs that were unbalanced by sex

- A total of 66 of 252 CIP codes were considered nontraditional for male students
- A total of 60 of 252 CIP codes were considered nontraditional for female students

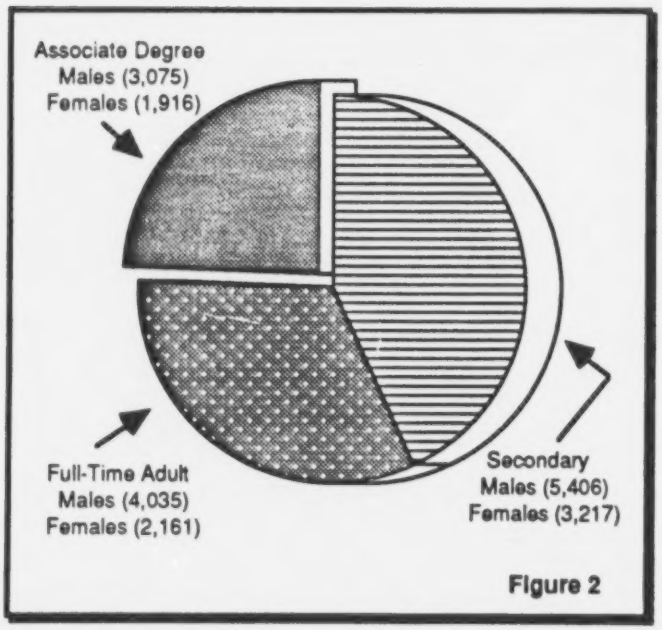


Figure 2

The distribution of secondary, full-time, and associate degree students in programs nontraditional for their sex is shown in Figure 2.

Secondary Enrollment in Programs Nontraditional for Represented Sex

B. Program Initiatives

Four grants were funded through the sex equity set-aside in FY92. The grants included Nontraditional Education for Teens Work (NETWork), Orientation to Nontraditional Occupations for Women (ONOW), Ventures in Business Ownership (VBO), and Promoting Access through Technical Education (PATE).

1. *NETWork*

Nontraditional Education for Teens Work (NETWork) is a one-year vocational education program for female high school students who are interested in exploring nontraditional careers and training programs. The typical NETWork student is considered high-at-risk, and has problems with poor grades, attendance, and low self-esteem. The goal is to keep the student enrolled in school, build their academic and employability skills, and to enroll them in a nontraditional vocational occupational training program. The program was taught at five sites in FY92, with 82 students enrolling in the program and 62 students (75%) completing the program. Highlights from the program are:

- 82.3% ..... enrolled in a vocational occupational training program in FY93
- 50.0% enrolled in a nontraditional vocational occupational training program in FY93
- 17.7% ..... enrolled in general education or college preparatory program in FY93

2. *ONOW*

Orientation to Nontraditional Occupations for Women (ONOW) is an eight week vocational training program designed for economically disadvantaged women who wish to enter high wage, nontraditional occupations. The intensive 208 hour program prepares women for careers in construction, manufacturing service, or high tech areas. ONOW students participate in hands-on labs in at least five nontraditional areas. In addition, they participate in physical fitness classes three times a week, enhance their math, mechanical and spatial reasoning skills, and learn to use hand and power tools safely. Demographics of the population served: 267 females served, 86% were between the ages of 22 and 44; 75% were white; 47% had a high school diploma; 61% were single parents or displaced homemakers; and 91% were unemployed at intake.

Eight sites were funded at Adult Vocational Education Full-Service Centers in FY92 with the following outcomes:

- 34% ..... employed in nontraditional jobs at an average wage of $8.60 per hour
- 40% ..... enrolled in nontraditional job training programs
- 10% ..... Indentured into Registered Apprenticeship Programs
- 11% ..... Enrolled in GED

3. *VBO*

The Ventures in Business Ownership (VBO) is a program designed to assist single parents, displaced homemakers and single pregnant women explore the option of business ownership and to develop a plan for starting a business. A total of 208 students enrolled in the program in FY92 at seven Full Service Sites. Demographics of the population at program enrollment were 81% female; 69% were between the ages of 22 and 44; 90% were White; and 68% had a high school diploma or GED. Accomplishments of the VBO program include:

- 50% ..... started a new business
- 7% ..... enrolled in Small Business Management Program
- 11% ..... sought other education/training
- 11.5% ..... sought employment related to future business ownership goal

4. *PATE*

The Promoting Access in Technical Education (PATE) grant is designed to assist students to become aware of and to enroll in technical education programs because of interest and ability rather than on the basis of gender. The purpose of the grant is to enroll, retain, and place students in technical education programs nontraditional for their sex. The grant was one year in length with the option for renewal for two additional years.

Typical activities for this grant included:

- Mentoring programs for nontraditional program enrollees at the technical college.
- Career days to promote the occupation with high school students who would not typically enroll in the program.
- Printing of brochures and flyers to promote the nontraditional career.

C. Achievements and Services to Reduce Sex Bias and Stereotyping

A sex equity newsletter was published four times throughout the year and distributed to all secondary and adult vocational teachers, counselors and administrators in Ohio. This newsletter highlighted grants from across the state, provided equitable teaching strategies, and informed them of legislation dealing with equity and access.

Two monographs were published in FY92 entitled: "Sexual Harassment: Understand It, Talk About It, Post A Policy Against It"; and "Math + Science + Technology = Vocational Preparation For Girls: A Difficult Equation to Balance." These monographs were designed for vocational teachers, counselors and administrators to assist them in understanding a difficult topic and to enable them to put policies and strategies in place that will move the equity movement ahead.

A research study entitled the "Identification and Validation of Gender Equity Competencies for Ohio; Grade Levels Pre-Kindergarten Through Adult" was completed by Ohio State University in FY92. The purpose of the project was to validate competencies that contribute to the development of gender bias free individuals across educational levels. A total of nine basic competencies were identified as common to at least four or more of the grade levels designed in the study. Highlights from the study were shared at a one-day inservice for sex equity liaisons in February along with information on how to make our schools more equitable. Phyllis Learner from Gender/Ethnic Expectations for Student Achievement (GESA) and Dr. James Knight from Ohio State University spoke at the conference.

Performance standards for the Equity and Single Parent, Displaced Homemaker, Single Pregnant Women Grants were developed by a committee in FY92. Individuals included on the committee to write the standards included practitioners whose programs were to be subject to the standards, as well as individuals from JTPA, Department of Human Services, Department of Corrections, and the National Trades Women's Network.

A publication entitled "Vocational Equity in Ohio During the 1980s" was written, published and distributed in FY92. This publication highlighted the enrollment, earnings and opportunities in vocational education in Ohio and was distributed to vocational administrators and counselors in the local school districts to assist them in recruiting and enrolling students in programs where good financial opportunities exist. In addition, the publication also assisted them in learning what types of new programs should be considered in their local district.

Administered four Sex Equity Grants at 25 sites, and three Single Parent, Displaced Homemaker, and Single Pregnant Women Grants at 97 sites. This included the preparation of RFP's, proposal evaluations, VE-28 processing, mid-year accounting, and end-of-year reporting.

Presented extensive inservice on equity issues to 49 groups involving 2,533 participants.

Reviewed current practices in administering the equity programs, including programming, accountability, grant development, and made revisions as appropriate. General emphasis switched from awareness type activities to high impact programming.

D. Exemplary Programs

1. *ONOW*

The ONOW Program at Licking County JVS had the highest statewide success rate for fiscal year 1992. Forty-one women completed the ONOW program at Licking County JVS during the year. At intake, 93% of the program's completers were unemployed and 51% were receiving public assistance. Over 51% were single parents or displaced homemakers, 10% were ex-offenders, and 15% were women of color. After completing the program, 50% were employed in nontraditional jobs averaging $9.72 per hour, the highest program placement and wage rate in the state. The other program graduates pursued nontraditional job specific training (12%), enrolled in apprenticeship training (2%), enrolled in GED training (7%) or were actively seeking employment (27%).

2. *NETWork*

The statistics from the NETWork program at Great Oaks Joint Vocational School demonstrates why this program is so special. Twenty-two students entered the program Autumn of 1991. Within the first few weeks of school, four students had already move out of the district which is typical of many high-at-risk students. Of the remaining eighteen students, 14 completed the program and enrolled in vocational education training programs for the following school year. Of the 14 enrolling in vocational education training programs, nine entered programs nontraditional for their gender. The overall attendance rates of the students was nearly 90% as compared to 72% the previous school year. In addition, the students earned double the course credits with 93 credits in 1991-92 as compared to 41.65 for the previous year. Many high-at-risk students have not encountered any academic success before this program. At the end of this program students were reporting that they had made drastic changes in their attitudes toward school, attendance, and grades. Many said they felt better about themselves and were more confident.

3. *VBO*

The VBO program at Medina County Career Center had great success this past year. Of the 38 participants who enrolled in the program, 14 became self employed and 23 started their own business. This is a remarkable statistic considering that 28 were single parents or displaced homemakers. A sample of one of the businesses that started as a result of this program is Cornerstone Professional Land Surveying by Susan Eichhorn. This program was featured in the Ohio Vocational Reporter for her incredible nontraditional business start in the state. Susan established a partnership/employee status for her business during her first year of operation.

V. Criminal Offenders (Title II, Part B, Section 225)

A. Services to Criminal Offenders in Correctional Institutions

A total of 1,842 individuals were enrolled in secondary vocational education programs in correctional facilities.

A total of 1,917 individuals were enrolled in vocational education programs serving the adult population.

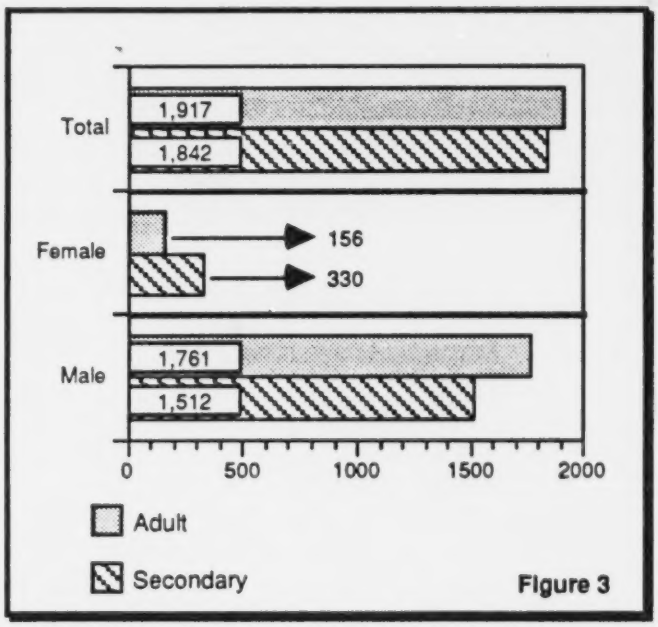


Figure 3

Total enrollment for criminal offenders by education level is shown in Figure 3 and Table 3.

Corrections Enrollment

Table 3

Corrections Enrollment by Education Level

	Secondary	Adult
Male	1,512	1,761
Female	330	156
Total	1,842	1,917

Cooperation among the Division of Vocational and Career Education and the Ohio Department of Youth Services, the Ohio Department of Rehabilitation and Corrections, and the Ohio Veterans' Children's Home have developed effective funding procedures to support viable vocational education programs. These programs were designed to meet state program standards, as well as being adapted to serve a unique population. Services are delivered through 24 programs in 9 institutions at the Ohio Department of Youth Services, 72 programs in 17 institutions at the Ohio Department of Rehabilitation and Corrections and 8 programs at the

Ohio Veterans' Children's Home. The Ohio Department of Youth Services also has 2 vocational evaluators and 2 Prevocational Career Awareness Laboratories. These evaluators served 702 youths by providing assessment and career information which led to more appropriate vocational program selection and career information.

The Ohio Department of Youth Services is limited as much by space and budget restraint.

Because of the growing under 21 population incarcerated in the adult system, adult programs were converted to funded secondary programs in FY92, bringing the total to 10. Space in older institutions is at a premium. Several new institutions have opened, and the initial stages of program planning is jointly under way. Fifteen new adult programs should come on-line in FY93 and student enrollment in most programs will increase from 15 to 18. Fiscal restraint is probably the biggest hurdle to implementing new programs. Growth is expected over the next 2 years in the new institutions. Currently, 41 programs are receiving funding and 31 are unfunded but meet state minimum standards. The new central office position of vocational director carries full-time responsibility for vocational programs and has vastly improved budgeting and supervision. The program totals remained relatively constant.

The Ohio Veterans' Children's Home offers eight programs in a variety of service areas. The Carl D. Perkins Vocational Education Act has provided funds for remedial activities in reading content area and career decisions.

Funds under the Carl D. Perkins Act provides program improvement and technical assistance through a state consultant and teacher educator.

Institutions Receiving Funds

Department of Rehabilitation and Correction	
Chillicothe Correctional Institution P.O. Box 5500 Chillicothe, Ohio 45701 (614) 773-2616	**Ohio Reformatory for Women** 1479 Collins Avenue Marysville, Ohio 43040 (513) 642-1065
Lebanon Correctional Institution P.O. Box 56 Lebanon, Ohio 45036 (513) 932-1211	**Orient Correctional Institution** P.O. Box 511 Columbus, Ohio 43216 (614) 877-4367
Lima Correctional Institution P.O. Box 4571 Lima, Ohio 45802 (419) 225-8060	**Southeastern Correctional** 5900 B.I.S. Road Lancaster, Ohio 43130 (614) 653-4324
London Correctional Institution P.O. Box 69 London, Ohio 43140 (614) 852-2454	**Southern Ohio Correctional Facility** P.O. Box 45699 Lucasville, Ohio 45699 (614) 259-5544
Marion Correctional Institution P.O. Box 57 Marion, Ohio 43302 (614) 382-5781	**Ross Correctional Institution** P.O. Box 7010 Chillicothe, Ohio 45601 (614) 744-4182
Mansfield Correctional Institution P.O. Box 788 Mansfield, Ohio 44901-0788 (419) 526-2000	**Madison Correctional Institution** 1851 State Route 56 London, Ohio 43140 (614) 852-9769
Dayton Correctional Institution P.O. Box 17249, 4104 Germantown Road Dayton, Ohio 45417-0249 (513) 263-0058	**Hocking Correctional Institution** P.O. Box 59 Nelsonville, Ohio 45764 (614) 753-1917

Allen Correctional Institution P.O. Box 4501, 2338 North West Street Lima, Ohio 45802-4571 (419) 224-8000	**Warren Correctional Institution** P.O. Box 120 Lebanon, Ohio 45036 (513) 932-3388
	Grafton Correctional Institution 2500 South Avon Belden Road Grafton, Ohio 44044 (216) 748-1161
Ohio Department of Youth Services	
Buckeye Youth Center 2280 West Broad Street Columbus, Ohio 43223 (614) 466-0972	**Training Center for Youth** 2280 West Broad Street Columbus, Ohio 43223 (614) 275-0810
Indian River School P.O. Box 564 Massillon, Ohio 44646 (216) 837-4211	**Training Institution of Central Ohio** (TICO) 2130 West Broad Street Columbus, Ohio 43223 (614) 466-8350
Scioto Village School 5993 Home Road Delaware, Ohio 43015 (614) 881-5531	**Cuyahoga Hills Boys School** 4321 Green Road Highland Hills, Ohio 44128 (216) 464-8200
Mohican Youth Center P.O. Box 150 Park Road Loudonville, Ohio 44842 (419) 994-4127	**Maumee Youth Center** RFD#2 Liberty Center, Ohio 43532 (419) 875-6965
Riverview School for Boys 7990 Dublin Road Delaware, Ohio 43015 (614) 881-5531	
Special Purpose School **Ohio Veterans Children's Home** 690 Home Avenue Xenia, Ohio 45385 (513) 372-6908	

VI. Special Populations (Title I, Part B, Section 118)

This section is a report of activities during the period July 1, 1991 through June 30, 1992, which served the specific population identified under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). Each target population is presented separately with a summary of activities. The comprehensive enrollment table is presented at the end of this section.

A. Disabled Persons

A total of 23,491 disabled students were enrolled in secondary vocational education programs. Disabled students made up 10.64% of the 220,845 students enrolled.

A total of 11,944 disabled students were enrolled in secondary job-training vocational education programs. The disabled students made up 13.09% of the 91,186 students enrolled.

A total of 1,183 disabled students were enrolled in full-time postsecondary/adult vocational education programs.

The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY91 completers indicates that 87% of secondary level disabled students available for military & civilian employment were employed in March of 1992.

The success of programs and services is evident in the employment rate of postsecondary/adult completers. Follow-up data on FY91 completers indicates that 100% of disabled students available for civilian and military employment were employed in March of 1992.

Disabled Secondary Enrollment

The Division of Vocational and Career Education continued to maintain ongoing and effective cooperation with the Division of Special Education through the employment of a liaison consultant, a Department of Education internal task force, and other committees. The two divisions have developed and implemented a programmatic continuum to provide vocational education services to disabled persons. As a result of this initiative, additional support services have been made available to disabled students enrolled in vocational education programs. During FY92, 144 vocational special education coordinators provided special education services to more than 90 percent of the Vocational Education Planning Districts (VEPDs) in the state.

These efforts continue to enhance the accessibility of vocational education for disabled students. To assure each VEPD is addressing the unique needs of disabled students, each VEPD Plan is reviewed by the state liaison in vocational special education. The division continues to maintain cooperation with the Ohio Rehabilitation Services Commission to assure effective school-to-work and adult seniors support for youth with disabilities, including supportive employment.

The Division of Vocational and Career Education has encouraged each eligible VEPD recipient to develop and provide vocational evaluation and career education services. Vocational evaluation is provided to determine an individuals potential to succeed in a vocational education program.

The development of the assessment process (vocational evaluation) has special significance because of major efforts to integrate the program into state and local funding patterns. During FY92, approximately 98 vocational evaluation units were supported through the state's school foundation system.

Programs to serve disabled persons through the Special Needs Service are designed to provide supplemental or additional staff, equipment, materials, and services not provided to

other persons in vocational education that are essential for disabled persons to participate in vocational education. Examples, in addition to vocational evaluation are:

- adaptation of curriculum materials,
- adaptation or modification of equipment,
- basic skills remediation,
- inservice and preservice training for teachers,
- teacher aides,
- tutorial service,
- interpreter service, and
- job coaches.

To expand the continuum of vocational education placement options, pilot vocational job training coordinator units were developed during FY86. They proved effective and in FY88, 22 units were funded. During FY89 the number that were funded increased to 31. The total number of units in FY90 was 44, FY91 was 76, FY92 was 82 units, and in FY93 the total reached 94 units. These programs are developed for the severely disabled, multi-disabled, and/or severely behavioral disabled school age students, and match the individual with a specific job in a community. The units represent a major step toward assuring that all disabled students have an opportunity to benefit from vocational training. They have had a major impact on improving the local coordination between special education, vocational and career education, vocational rehabilitation services, mental retardation and developmental disability services, private industry councils and other service providers.

B. Limited English Proficient (LEP) Persons

A total of 589 LEP students were enrolled in secondary vocational education programs.

A total of 289 LEP students were enrolled in secondary job training vocational education programs.

A total of 461 LEP students were enrolled in full-time postsecondary/adult vocational education programs.

Limited English Proficiency Secondary Enrollment

Primarily, the limited English proficiency population served consisted of the Spanish speaking population. Program services developed for the limited English proficiency populations include the following:

- training for occupational skills,
- language usage and development,
- reading usage and development, and
- computational usage and development.

The major thrust of special needs programs provided to limited English proficiency persons was placed upon skill and related skill development.

The emphasis included special strategies and approaches such as:

- special curriculum,
- special instructional materials,
- interpreters,
- bilingual instructional presentations, and
- individual counseling services.

C. Disadvantaged Persons

A total of 68,608 disadvantaged students were enrolled in secondary vocational education programs. Disabled students made up 31.07% of the 220,845 students enrolled.

A total of 38,799 disadvantaged students were enrolled in secondary job training vocational education programs. The disadvantaged students made up 42.55% of the 91,186 students enrolled

A total of 27,823 disadvantaged students were enrolled in full-time postsecondary/adult vocational education programs. The disadvantaged students made up 40.42% of 68,833 students enrolled.

The success of programs and services is evident in the employment rate of secondary level program completers. Follow-up data on FY91 completers indicates that 92% of disadvantaged students available for military & civilian employment were employed in March of 1992.

The success of programs and services is evident in the employment rate of postsecondary/adult program completers. Follow-up data on FY91 completers indicates that 92% of disadvantaged students available for civilian and military employment were employed in March of 1992.

Disadvantaged Secondary Enrollment

Special needs programs to serve disadvantaged populations are designed to provide supplemental or additional staff equipment, materials and services not provided to other individuals in vocational education that are essential for disadvantaged individuals to participate in vocational education.

These services included:

- teacher aides and technicians,
- special instructional materials,
- modification of instructional techniques,
- remediation of basic skills,
- contracted training,
- utilization of vocational evaluation,
- counseling services,
- job counseling and job placement services, and
- work-study experiences for students who need income to remain enrolled in their vocational program.

Disadvantaged Postsecondary/Adult Enrollment

Special Needs programs for adults were initiated, developed, and supported in several LEA's to provide skill development programs for out-of-school adults. The out-of-school adult is defined as that person over 18 years of age not attending regular in-school programs and in need of skill development and/or upgrading.

A major effort to provide special needs programs for adults emphasized the need to provide basic skill development applicable to the occupation for which the adult is being trained.

Examples of services provided include the following:

- special curriculum,
- special instructional materials,
- remedial reading and computational services,
- bilingual training services,
- individual counseling, and
- employability skills and career development.

Special Needs adult and secondary programs utilized the cooperative efforts of many agencies at the local level. Cooperative agencies provide assistance through matching program support monies, stipends for participants, health services, endorsements, and placement services. In addition to the state educational services, other state and local agencies that provide services include:

- Ohio Bureau of Employment Services,
- Ohio Rehabilitation Services Commission,
- community mental health agencies,
- local united fund agencies,
- county juvenile courts (Hamilton, Cuyahoga, Summit),
- Spanish American Committee,
- Urban League, and
- local hospitals and adolescent centers.

Cooperation has become a key word in Ohio's adult vocational education. State interagency agreements between The Ohio Department of Education, Division of Vocational and Career Education (ODE) and The Ohio Department of Human Services (ODHS) have been signed that encourage stronger linkages between local and state agencies. These agreements will enable adult vocational education to better service the residents of their districts. The target populations for these agreements are those individuals currently being served under the federal Job Opportunities and Basic Skills (JOBS) programs.

The first interagency agreement was signed November, 1991. The goal of the agreement is to allow JOBS eligible recipients to take advantage of the highly effective and cost efficient adult job training programs available through joint vocational and comprehensive schools. The agreement will assist in paying for tuition, books and supplies in job training programs. This will better enable recipients to move from welfare dependency to self-sufficiency. School districts will benefit with the tuition reimbursement agreement by accessing a method to serve disadvantaged adults who reside within the district. Providing a means by which adults can move from welfare to work can positively change the economic and social well being of a school system and community.

Comprehensive vocational assessment is the focus of the second interagency agreement signed February, 1992, and expanded in September, 1992. A total of twenty-four (24) sites have been selected through an application process. These sites are providing comprehensive assessment procedures for JOBS participants. Vocational assessment means testing to measure skills, interest, aptitudes and abilities for various jobs; evaluation of potential for new skill training; and assistance in career development. The goal is to aid a JOBS client in appropriate career selections in regards to their skills, interests, aptitudes and abilities. As a result of the comprehensive assessment, individuals will be placed in an educational program in which they are interested and have the ability to complete.

Ohio's adult vocational education has a unique and satisfying role to play in these endeavors. Through these interagency agreements, it will be possible to further address and serve local and state community needs. Client, as well as teacher satisfaction, should be very high. Research indicates that if individuals feel they can be successful in a program/course, greater learning can be achieved. Therefore, Ohio's adult vocational community will continue in delivering educational excellence.

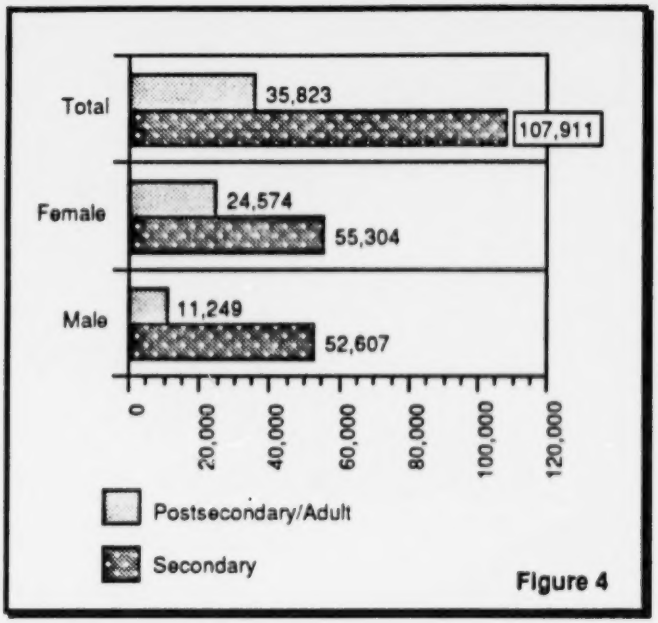


Figure 4

Total disadvantaged enrolled by educational level is shown in Figure 4.

Disadvantaged Enrollment

D. Summary

The total summary of all requested enrollment data is shown in tables 4 through 4c. The tables together provide a comprehensive view of all enrollments by sex and education level. The documentation for the tables is presented immediately following Table 4c.

SECONDARY ENROLLMENT State Ohio	Period report covers: July 1, 1991 through June 30, 1992 Name G. James Pinchak	OMB No. 1830-0503 Exp. 10-31-93 Page 1 Ph: 614-466-2095

	Unduplicated Only			Unduplicated and Duplicated (Put Duplicated in Parentheses)								
OCC Program Area	Tot Enr	TOTAL Male	TOTAL Female	Reg. Vo-Te-Ed	Disadv	LEP	Disabled	Corr	SP/DH/ SPW	Sex Eq (Non-Trad)	Adult	Completer
Agriculture	16,740	13,448	3,292	11,086	2,982	20	2,652	8	3	2,287	n/a	1,195
Marketing	7,199	3,211	3,988	5,069	1,719	10	401	0	21	20	n/a	1,725
Technical	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cons/Frmking Ed	118,514	40,270	78,244	87,204	20,453	303	10,554	394	512	3,460	n/a	n/a
OCC Home Ec	5,204	1,292	3,912	1,144	2,575	14	1,471	45	50	75	n/a	1,099
Trade & Industry	43,309	32,530	10,779	12,011	25,331	171	5,796	1,259	97	992	n/a	8,531
Health	3,205	318	2,887	1,505	1,453	15	232	0	32	252	n/a	799
Business	15,381	2,282	13,099	10,017	4,654	39	671	51	80	1,450	n/a	3,620
Technology Ed/Ind. Arts	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grand Total	209,552	93,351	116,201	128,036	59,167	572	21,777	1,757	795	8,536	0	16,969

Table 4a

SECONDARY ENROLLMENT State Ohio	Period report covers: July 1, 1991 through June 30, 1992 Name G. James Pinchak	OMB No. 1830-0503 Exp. 10-31-93 Ph: 614-466-2095	Page 2

	Unduplicated and Duplicated (Put Duplicated in Parentheses)									
	Linkage				Placement for FY91 Completer					
OCC Program Area	Tech-Prep	Co-op	Appr	Wk-Stdy	Cont Ed	Employed R'lted	Employed Other	Mil	Other	Current Secondary Teachers
Agriculture	n/a	518	n/a	n/a	[1,694]	2,051	706	223	485	505
Marketing	n/a	4,422	n/a	n/a	[2,141]	2,815	313	193	551	342
Technical	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cons/Hmking Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,521*
OCC Home Ec	n/a	2,575	n/a	n/a	[547]	887	253	35	505	312
Trade & Industry	n/a	13,627	n/a	n/a	[4,173]	8,426	2,829	1,140	2,898	2,302**
Health	n/a	595	n/a	n/a	[473]	613	162	20	259	189
Business	n/a	2,549	n/a	n/a	[2,822]	3,452	1,170	176	1,440	1,000
Technology Ed/I.A.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grand Total	0	24,286	0	0	[11,850]	18,244	5,433	1,787	6,138	2,348

* Does not include GRADS program coordinators.

** Includes 678 OWE, adjustment and occupational lab teachers.

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	Unduplicated Only			Unduplicated and Duplicated (Put Duplicated in Parentheses)								
OCC Program Area	Tot Enr	TOTAL Male	TOTAL Female	Reg. VO-TE-ED	Disadv.	LEP	Disabled	Corr	SP/DH/ SPW	Sex Eq (Non-Trad)	Adult	Completer
Agriculture	10,160	5,945	4,215	9,872	213	2	73	43	3	1	10,160	1,309
Marketing	20,587	9,985	10,602	19,651	804	28	104	0	0	0	20,587	78
Technical	95,010	38,773	56,237	n/a	n/a	n/a	n/a	0	n/a	4,991	n/a	n/a
Cons/H'mking Ed.	23,302	6,108	17,194	7,567	14,920	237	578	0	2,601	2,140	23,302	n/a
OCC Home Ec	15,388	2,048	13,340	9,904	5,066	160	258	141	11	1,464	15,388	241
Trade & Industry	76,331	66,641	9,690	71,441	4,658	70	162	1,563	37	2,165	76,331	2,605
Health	38,934	16,180	22,750	36,115	2,741	4	74	0	130	167	38,934	1,451
Business	50,703	12,812	37,891	47,203	3,240	33	227	170	84	282	50,703	1,980
Technology Ed/Ind. Arts	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	176	n/a	n/a	
Grand Total	330,415	158,492	171,919	201,753	31,642	534	1,476	1,917	2,866	11,190	235,405	7,644

Technical education row includes all fall 1991 IPEDs enrollment in occupationally specific programs regardless of service area in Ohio's public associate degree granting institutions.

IPEDs includes no distinctions for disabled, LEP, and disadvantaged students.

Table 4c

POSTSECONDARY ENROLLMENT State Ohio	Period report covers: July 1, 1991 through June 30, 1992 Name G. James Pinchak	OMB No. 1830-0503 Exp. 10-31-93 Ph: 614-466-2095	Page 2

	Unduplicated and Duplicated (Put Duplicated in Parentheses)									
	Linkage				Placement for FY91 Full-Time Adult Programs Only					Current Full-Time Adult Teachers
						Employed				
OCC Program Area	Tech-Prep	Co-op	Appr	Wk-Stdy	Cont Ed	R'ltd	Other	Mil	Other	
Agriculture	n/a	n/a	n/a	n/a	[975]	1,381	30	0	16	33
Marketing	n/a	n/a	n/a	n/a	[1,243]	1,690	59	1	98	60
Technical	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Cons/H'mking Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	63
OCC Home Ec	n/a	n/a	n/a	n/a	[73]	132	19	1	84	80
Trade & Industry	n/a	n/a	n/a	n/a	[349]	1,162	364	4	708	265
Health	n/a	n/a	n/a	n/a	[346]	1,878	78	3	244	270
Business	n/a	n/a	n/a	n/a	[233]	1,202	226	0	506	172
Technology Ed/I.A.	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grand Total	0	0	0	0	[3,219]	7,423	776	9	1,656	943

IPEDs follow-up data does not include printouts for placement, although Ohio Board of Regents collects follow-up information. The data is not consistent with any standard taxonomical system such as the classification of instruction programs (CIP).

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Performance Report Documentation

1. **Disabled (postsecondary)**	Includes all individuals enrolled in full-time and part-time adult programs and reported as disabled in Box 16 of the VE-22 Vocational Education Closing Report. Totals here may show limited duplicate counts with disadvantaged totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals with any disability as defined in Section 3 (2) of the Americans With Disabilities Act of 1990.
2. **Disadvantaged (postsecondary)**	Includes all individuals enrolled in full-time and part-time adult programs and reported as disadvantaged in Box 18 of the VE-22 Vocational Education Closing Report. Total here may show some duplicate counts with disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified on their individual student records reported through EMIS as individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.
3. **Limited English Proficiency (postsecondary)**	Includes all LEP individuals enrolled in full-time and part-time adult programs and reported in Box 17 of the VE-22 Vocational Education Closing Report. Totals may include some duplicate counts with disadvantaged and disabled totals.
(secondary)	Includes all students enrolled in vocational education funded classes who have been identified in their individual student records reported through EMIS as LEP. Limited English Proficiency: has the meaning given such term in Section 703 (a) (1) of the Elementary and Secondary Education Act of 1965. The LEA superintendent shall determine the method and the staff persons responsible for identifying LEP students. Substantive evidence of a LEP condition must be kept on file for each student so identified.
4. **Equal Access (Non-Traditional Programs)**	Instructional programs that have historically served a disproportionate number of students from one gender were identified as target program for review. In 1989 the U.S. Department of Education changed the definition of nontraditional programs. Nontraditional programs for males are those programs whose female enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. Nontraditional programs for females are those programs whose male enrollments nationally were 75.1 percent to 100 percent of all students enrolled in FY89. For FY90 and FY91 only secondary totals were available. New baseline standards were established for secondary, full-time adult and associate degree programs in FY92.

5. **Adult Totals**	Include total enrollments for all postsecondary full-time adult (long-term), part-time (short term), and apprenticeship programs. Single parent/displaced homemaker totals and correction totals are subsumed within the above categories.
6. **Single-Parent Homemaker**	Totals are maintained within the Home Economics Education Service. They are also reported within the part-time and full-time adult totals.
7. **Corrections**	Secondary correction totals include all programs operated within the Ohio Department of Youth Services (DYS) and the Ohio Veterans' Children's Home and the Ohio Central School System of the Department of Rehabilitation and Corrections. Postsecondary/adult corrections' totals include all programs operated under the Ohio Central School System of the Department of Rehabilitation and Corrections.
8. **Consumer Homemaking**	Includes all students in programs labeled as Home Economics Useful. Adult totals include some totals listed under the Single Parent/Displaced Homemaker programs.
9. **Total Unduplicated Count**	Includes the grand totals for all students in each category adjusted to eliminate duplicate counts.

VII. State Leadership and Professional Development (Title II, Part A, Section 201)

A. Personnel Development

1. *Regional Personnel Development Centers*

Five Vocational Education Regional Personnel Development Centers were created in FY87, culminating a three-year effort to reform and update teacher education for the 1990s and beyond. Discussion for conversion to a regional personnel development center concept began in FY84. The National Center for Research in Vocational Education was commissioned to conduct a vocational education teachers' inservice training needs assessment which was completed in April of 1986.

Numerous factors have brought about changes in the linkage pattern of Ohio's vocational teacher education providers and the Ohio Department of Education. These factors include (1) the narrowing federal agenda for vocational education support, (2) the need for teacher education reform, (3) concerns regarding the accessibility of services to teachers in some geographical regions, and (4) the increased need for consistent accountability.

To address these and other concerns, the division moved from the funding of vocational teacher education via salary subsidy or entitlement grants to a system of performance based contracts provided at five regional centers. The five regional development centers in Ohio were created to (1) prepare teachers recruited from business and industry, (2) provide inservice to educate and upgrade all vocational education teachers, and (3) conduct research.

Through an RFP process the center concept was announced to all 11 state-funded teacher education institutions that offered at least one certification area in vocational teacher education. Standards for the RFP were created with input from the Vocational Education Personnel Development Coordinating Council which has an internal and external review committee to select the best applicant for each region. The five selected center proposals were approved for a three-year period. The second three-year cycle began July 1, 1990, and will conclude June 30, 1993.

The five Personnel Development Regional Centers and their directors were:

Region	Director	University
Northeast	Dr. Alice Darr	Kent State University
Southeast	Dr. Terry Harvey	Ohio University
Central	Dr. Kirby Barrick	The Ohio State University
Southwest	Dr. Donna Courtney	Wright State University
Northwest	Dr. Don Bright	Bowling Green State University

Following the retirement of Dr. Don Bright, Dr. Robert Berns has been identified as the director of the Northwest center for FY93.

Inservice activities selected as priorities for 1991-1992 included the following:

- Implementing the imperatives of *Ohio's Future at Work*
- Strengthening school partnership with the community, business, and industry
- Assisting professional development of vocational educators
- Revising courses of study
- Dealing with disabled students (role of teacher) and facilitating the occupational training of the student with special needs
- Accommodating visual, auditory, and kinesthetic learners or understanding the modalities of learning
- Strengthening coordination between vocational and academic instruction
- Adapting to change in vocational education

During FY92, 323 individuals were enrolled in inservice certification programs leading to the attainment of a standard four-year provisional teaching certificate in vocational education. The 323 students attained 3,702 quarters of credit and 67 individuals successfully completed the programs in FY92. Table 5 shows the distribution of students by university program.

Beginning FY93, other teacher education for corrections teachers, Occupational Work Adjustment (OWA) teachers, Occupational Work Experience (OWE) teachers, and vocational evaluators were moved from the entitlement grant with salary subsidy's for individuals to the regional center system. Effective July 1, 1992, all teacher education is delivered through the five regional centers. During FY92, 293 teachers were provided services in these specific categories. Proposals that include the available funds for teacher education are being developed to provide quality competency based teacher education services for FY94-96.

Table 5

Summary of Funded Teacher Education Activities in FY92

	Total Student Quarter Hours	% of Students Quarter Hours	Number of Students	Average Credit Hours per Student	% of Total Students	Number of Completers	% of Completers
Personnel Development Center Inservice Certification Program							
BGSU/UT	901	24%	56	16.09	18%	21	31%
Kent State University	1,215	33%	125	9.72	39%	21	31%
Ohio University	318	9%	33	9.64	10%	8	12%
Ohio State University	443	12%	40	11.08	12%	9	14%
Wright State University	825	22%	69	11.96	21%	8	12%
TOTAL	**3,702**	**100%**	**323**	**11.46**	**100%**	**67**	**100%**
Other Teacher Education							
Corrections Teachers							
OSU	302	14.92%	24	12.58	8.19%	7	5.0%
OWA Teachers							
OSU	1,032	51.00%	170	6.07	58.02%	88	62.86%
OWE Teachers							
KSU	600	29.65%	82	7.32	28.00%	40	28.57%
Evaluation KSU	89	4.43%	17	5.24	5.80%	5	3.57%
TOTAL	**2,023**	**100%**	**293**	**6.90**	**100%**	**140**	**100%**
GRAND TOTAL	**5,725**	**N/A**	**616**	**9.29**	**N/A**	**207**	**N/A**

2. *Ohio Vocational Education Leadership Institute (OVELI)*

The Ohio Vocational Education Leadership Institute was established during FY92. The mission of OVELI is to prepare quality vocational education leaders who are both competent and comfortable in various settings such as local leadership, state leadership, working with legislators, professional or trade associations. In FY92, 23 participants completed the 12-month institute, and 23 individuals were selected to enter the next 12-month institute to be completed in December, 1992. Of the 23 persons from OVELI '91, ten have entered administrative positions or expanded their current administrative roles.

3. *Individual Professional Development Plans*

To foster the continuous improvement process for Ohio's vocational educators, four model documents have been developed and disseminated. Model documents have been prepared for teachers, administrators, students services personnel, and state staff. Professional development is a component to be addressed in each VEPD plan and is included in the MaPP process. The full implementation year is FY93. Data will be available with the evaluation of VEPD plans and through MaPP.

B. Vocational Student Organizations

Total secondary level membership in Ohio's vocational student leadership organizations for 1991-1992 was 75,058. Members of FFA, DECA, FHA/HERO, Business Professionals of America, and VICA were involved in leadership, citizenship, and character development activities.

Table 6

Secondary Vocational Student Organization Enrollment
As a Percentage of Opening Enrollment

	AG	BE	ME	H EC	T & I
FY85					
Total Enrollment	18,672	22,831	8,489	87,604	53,595
VSO Enrollment	17,892	14,922	6,432	13,385	28,130
VSO %	95.82%	65.36%	75.77%	15.28%	52.49%
FY86					
Total Enrollment	18,206	21,801	8,193	91,678	52,461
VSO Enrollment	17,782	14,041	6,220	2,918	27,030
VSO %	97.67%	64.41%	75.92%	14.09%	51.52%
FY87					
Total Enrollment	17,679	21,103	8,224	93,791	52,291
VSO Enrollment	17,054	14,162	6,250	12,465	28,002
VSO %	96.46%	67.11%	76.00%	13.29%	53.55%
FY88					
Total Enrollment	17,581	20,459	8,529	96,122	52,588
VSO Enrollment	17,107	14,760	6,127	12,124	28,048
VSO %	97.30%	72.14%	71.84%	12.61%	53.34%
FY89					
Total Enrollment	16,876	19,190	8,281	91,771	52,240
VSO Enrollment	15,988	13,559	5,992	13,264	27,275
VSO %	94.73%	70.66%	72.36%	14.45%	52.21%
FY90					
Total Enrollment	16,822	17,481	8,102	89,898	51,024
VSO Enrollment	15,911	12,680	5,669	15,550	27,300
VSO %	94.58%	72.53%	69.97%	17.30%	53.04%
FY91					
Total Enrollment	16,313	16,165	7,693	92,921	54,268
VSO Enrollment	15,780	11,477	5,443	15,763	26,961
VSO %	95.65%	71.00%	70.75%	16.96%	49.68%
FY92					
Total Enrollment	15,441	15,133	6,842	88,454	43,042
VSO Enrollment	15,064	11,139	5,137	16,718	27,000
VSO %	97.56%	73.61%	75.08%	18.90%	62.73%

The FY89 ratio for HERO participation among Job Training Programs is 61.07% (3,470/5,682)
The FY90 ratio for HERO participation among Job Training Programs is 67.23% (3,505/5,213)
The FY91 ratio for HERO participation among Job Training Programs is 63.05% (3,220/5,107)
The FY92 ratio for HERO participation among Job Training Programs is 70.57% (3,468/4,914)
The FY89 ratio for FHA participation among Consumer Homemaking Programs is 11.37% (9,794/86,089)
The FY90 ratio for FHA participation among Consumer Homemaking Programs is 14.22% (12,045/84,685)
The FY91 ratio for FHA participation among Consumer Homemaking Programs is 14.28% (12,543/87,814)
The FY92 ratio for FHA participation among Consumer Homemaking Programs is 15.86% (13,250/83,540)
The FY92 ratio for T & I Programs without Occupational Work Experience (OWE) is 75.41% (24,000/31,824)

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C. Equipment

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 allows for the purchase of equipment under several sections of the act. The Division of Vocational and Career Education has established procedures in line with the definitions and guidelines of the Education Department General Administrative Regulations (EDGAR). These procedures are used in requesting approval to purchase equipment and, after purchase, requesting reimbursement and maintaining inventory records. Specific forms have been developed for secondary and adult grants, for secondary supplemental equipment grants, and for two-year college grants.

An analysis of the FY92 expenditures indicated that the majority of funds were spent in direct services to students as indicated from the following statistics:

1. ***Adult Postsecondary Grants***

   - Only 4.73% of the grant dollars were used to purchase equipment $114,444

2. ***Secondary Grants***

   - Only 4.62% of the grant dollars were used to purchase equipment $1,085,779

3. ***Postsecondary Associate Degree Grants***

   - Only 7.32% of the grant dollars were used to purchase equipment $120,193

VIII. Community Based Organizations (Title III, Part A, Sections 301 & 302)

In FY88, Community Based Organization (CBO) dollars were allocated based on the federal formula distribution as was done with funds for the disabled and disadvantaged set asides. As a result, the numbers of secondary, adult and postsecondary students served were included with the same taxonomy used for disadvantaged persons served and are not currently available as a separate count. Recognizing a greater necessity to maintain accountability, both for funds allocated to eligible recipients and for individuals served, the Division of Vocational and Career Education, on July 1, 1988, established a separate taxonomy for CBO programs. Data for FY89, FY90, FY91, and FY92 were collected separately. Also, funds were distributed to eligible recipients through an RFP process. The proposals are reviewed by an internal and external panel of persons knowledgeable concerning the applicable rules and regulations. The previous method of allocating funds is no longer used as it generated extremely small amounts of dollars to some eligible recipients.

FY92 proposals were funded for a minimum of $10,000.00 and a maximum of $35,000.00. The RFP was extensively re-written to place additional emphasis on funding RFP's with viable strategies which enhances the opportunities for academically and economically disadvantaged students to enroll. Thirty-eight RFP's were submitted, and 17 were funded. Priority was given to economically depressed areas as designated in the state plan.

Table 7

Individuals Served Through Separate CBO Grants in FY92

Secondary Level Recipients	Males	Females	Total
Canton City Schools	34	26	60
Meigs Local Schools	24	28	52
Tri-County JVSD	54	55	109
Pickaway-Ross JVSD	39	23	62
Lancaster City Schools	31	27	58
Scioto County JVSD	101	102	203
Lima City Schools	20	22	42
Lawrence County JVSD	40	13	53
Middletown City Schools	37	30	67
Dayton City Schools	41	25	66
Springfield-Clark County JVSD	25	25	50
Pike County JVSD	30	50	80
Cleveland City Schools	369	0	369
Lorain City Schools	88	65	153
Columbus City Schools	29	19	48
Subtotal	*962*	*510*	*1,472*
Postsecondary Level Recipients	**Males**	**Females**	**Total**
Jefferson Technical College	67	33	100
Miami University	156	184	340
Subtotal	*223*	*217*	*440*
Totals	**1,185**	**727**	**1,912**

IX. Consumer and Homemaking Education (Title III, Part B, Sections 311, 312, & 313

The mission of the vocational home economics section is to provide statewide leadership and direction to home economics programs.

The mission of vocational home economics programs in Ohio is to empower youth and adults for competence in the work of the family, home economics related occupations, and the successful interaction of work and family life.

A total of 118,522 students were enrolled in secondary consumer homemaking programs at the secondary level.

A total of 11,856 students were enrolled in full-time adult consumer and homemaking programs at the postsecondary level.

A total of 6,810 students were enrolled in part-time adult consumer homemaking programs at the postsecondary/adult level.

Vocational home economics programs are designed to prepare youth and adults for the work of home and family and for home economics related occupations. The FHA/HERO student organization is an integral part of secondary curriculum. Special needs populations are served through mainstreaming in consumer homemaking and job training classes and in special programs. Home economics programs for youth with special needs include: (1) Impact - for dropout prone, disadvantaged middle/junior high school youth; and (2) GRADS - for students who are pregnant or are young parents. In addition, two special projects provide child care services so vocational students may attend classes and remain in school.

Programs are administered at the state level by eight full-time supervisors and an assistant director. Nine universities with 13 teacher educators provide preservice and inservice programs. Five personnel development centers conducted consumer homemaking research and inservice projects.

Leadership in Vocational Home Economics Programs:

- State Staff ..... 5 full-time consultants
  ..... 1 assistant director
  ..... 1 GRADS NDN Project Director
- Teacher Educator ..... 14 institutions approved for training vocational teachers
- Local Supervisors ..... 12 city supervisors
  ..... 17 JVS supervisors
- Family Life Coordinators 10
- Displaced Homemaker Coordinators 35
- GOALS Coordinators 11

Adult regional consultants are available when a full-time home economics supervisor is not available. The consultant functions to assess the needs of the community for home economics education programs, both job training and consumer homemaking, and to promote programs to meet those needs.

A. Consumer Homemaking Secondary Programs (Work and Family Life)

1. Consumer and Homemaking Programs

The aim of consumer homemaking programs has been to foster development of a fully functioning family member/homemaker who takes action for the betterment of the family, workplace, and society. Individualized Extended Experiences (IEE's) enable students to

develop skills in the work of the home and family. Teachers are provided two weeks extended service to supervise IEE's. The FHA/HERO student organization is an integral part of the consumer/homemaking program.

Male enrollment was 34.2 percent of all secondary students enrolled in funded consumer homemaking classes. A research project in a seventh year of implementation indicated continued higher level of use of the practical action curriculum and gains in levels of students' critical thinking skills. Each consumer homemaking teacher averaged 168 parent and community contacts and 25 home visits.

The Consumer and Homemaking Education program was redesigned based on statewide advisory committee input. The new program focuses on preparing students for the competence in the work of the family. Six sets of core competencies were identified in the areas of personal development, resource management, life planning, nutrition/wellness, parenting, and family relations. The program also expanded to middle school based on the developmental needs of early adolescents.

2. ***Impact***

Impact home economics programs assist selected youth in middle school or junior high to improve self-image, to develop basic consumer homemaking knowledge and skills, and to become oriented to the world of work. A distinguishing feature of the program is the time provided for the development of parent-student-teacher relationships.

Classroom instruction is reinforced and applied through home visits, individual conferences and cooperative experiences within the home and community. Individualized Extended Experiences (IEE's) and participation in the vocational student organization, Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), are integral to all Vocational Consumer/Homemaking programs in Ohio, including Impact programs.

1991-92 Teachers: 229 (increase from 217).

229 teachers conducted over 64,900 individual conferences with students, over 10,300 home and community visits and over 52,000 conferences with parents/guardians.

279 early adolescent pregnancies were identified with teachers facilitating the student's access to community resources.

3,886 students improved attendance.

4,399 students improved grades.

Teacher logs reflected assistance to students in the following areas: academics, peer relations, family relations and abuse, difficulty with school and community, and drug and alcohol abuse.

3. ***Job Training Programs***

One or two year job training programs provide training for students in four occupational areas:

- Food Management and Production
- Early Childhood Education and Care
- Hospitality and Facility Care
- Clothing and Interiors, Productions and Services

In addition, senior co-op programs provide work experience and training in any of these four occupations.

4. GRADS

Graduation, Reality and Dual-role Skills (GRADS) is a program to assist adolescent pregnant girls and young parents who are in school. Goals of the program are:

- Increase the likelihood that participants will remain in school during their pregnancy and after the birth of their child to the point of graduation.
- Assist participants in carrying out positive health care practices for themselves and their children in both prenatal and postnatal stages.
- Provide knowledge and skills related to child development and positive parenting practices.
- Provide knowledge of the work world at large and in the local community.
- Encourage goal setting directed toward the concept of the dual-role of employee and parent.

During the 1991-92 school year, 214 programs operated. There were 10,594 students enrolled in GRADS programs this year. The central goal of the program was to increase the likelihood that students remain in school to graduation.

GRADS teachers averaged 405 individual conferences, 86 parent contacts and 63 home and hospital visits per year.

The GRADS teacher-coordinator provided varied services, including:

- Visits to students at home or hospital at time of delivery,
- Networking with the many community agencies which serve the needs of teenage parents -- social work, health, planned parenthood, etc.,
- Assisting students to locate child care, and
- Assisting students in getting part-time employment.

GRADS was presented in national meetings as a model program for meeting the special needs of women students.

GRADS students have a student graduation retention rate of 85%.

5. Vocational Student Organization Activities

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is a nonprofit vocational student organization for students in home economics in public and private schools through grade 12. FHA/HERO functions as an integral part of the vocational home economics program and provides a framework where student planned, directed and evaluated activities take place. The goal of the organization is to help youth assume active roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement.

Total affiliated membership in FHA/HERO was 16,718 students in 885 chapters; an increase of 955 members.

B. Home Economics Programs for Adults with Special Needs Include

- ***Family Life:*** for disadvantaged adults in urban and rural areas,
- ***Displaced Homemaker:*** for persons who need to make the transition from homemaker to wage earner,
- ***Transitions:*** for dislocated workers, and
- ***GOALS:*** for out of school youth, 16 to 30 years old, who have dropped out of school due to pregnancy or child care problems.
- **Work and Family Programs**
- **Adult Job Training**

1. ***Family Life***

The Ohio Family Life Education program is designed to improve the lives of young adults and children in Ohio's depressed areas. Participants attended classes to strengthen personal, family interpersonal relationships and parenting skills; consumer management and homemaking skills; and job readiness and entrepreneurial skills. The program facilitated primary prevention via early identification and intervention, and referral when necessary to appropriate agencies.

A total of 10,671 adults participated in Ohio Family Life Education programs in 1991-92. The majority of adults were in the 21-35 age group.

In FY92, 6,285 children participated in the parent/child interaction classes.

A total of 34,304 class hours of instruction were offered. The areas of the program devoted the most time were parenting education, family life and parent/child interaction.

The economic returns from the program are substantial. Program estimates of the money saved the community through the return of a child from foster care to an "improved" home environment (based on a formula from the Bureau of Education for the Handicapped) totaled $1,032,000.00 for the 10 programs. Estimated costs for savings by investing in preventive care for pregnant women, infants, and children (based on Children's Defense fund formula of $1 invested yielding $4 savings) total $3,269,537.00 for the 10 programs.

2. ***Displaced Homemakers***

The Displaced Homemaker program is designed to assist displaced homemakers and single parents make the transition from homemaking to wage earning. The program provides participants with supportive instruction and services to help them cope with their new life situation, to overcome barriers that prevent them from becoming independent, and to acquire marketable skills.

Displaced Homemaker programs served 2,034 adult full-time students in FY92.

In FY92, there were 36 coordinators of Displaced Homemaker programs.

3. ***Transitions***

Transitions assists dislocated workers and unemployed or underemployed adults in securing skill training and/or employment through career transition instruction.

4. ***Goals***

The Graduation, Occupation, and Living Skills (GOALS) Program has three points of focus. One is to help students become effective parents and resource managers through the life skills instruction. The second is to encourage completion of high school by enrolling in ABE/GED instruction. The third is to help students determine occupational interests and obtain a job or enroll in vocational training. A student is considered to have completed the program on finishing the life skills class and any one of the following –obtained a job, enrolled in job training, progress in ABE classes, completed requirements for the GED.

Enrollees in the program must be single parents with sole responsibility for child rearing. They must have dropped out of high school and must be between 16 and 30 years of age. Students are permitted to remain on the program rolls for two years due to the ABE/GED instructional requirements. GOALS programs were located in nine sites, with eleven coordinators. There were 686 participants.

Of those who completed instruction, 12% entered skill training; 60% enrolled in ABE/GED; and 9% entered employment.

5. *Adult Work and Family Life*

The adult Work and Family program, in 12 sites across Ohio, provided work-site seminars to 6,143 employees.

6. *Adult Consumer Homemaking*

Consumer and homemaking adult education programs are classified as adult supplementary programs and are offered on an hourly or part-time basis. The purpose is to provide training for persons who are planning to enter or who are already engaged in the occupation of homemaking and wish new or updated information and skills. Emphasis in these programs is concentrated on improving the quality of living for participants by supplementing their skills in:

- management of the home,
- consumer education practices, and
- human relationships, including parenting.

7. *Adult Job Training*

Occupational programs prepare adults for home economics related occupations in:

- Food Management and Production,
- Clothing and Interiors, Production and Services,
- Early Childhood Education and Care, and
- Hospitality and Facility Care.

C. Secondary Program Statistics/Accomplishments

1. *Secondary*

1,464 teachers attended All Ohio Vocational Education Conference, August, 1992, setting a ten-year attendance record.

The Graduation Reality and Dual-Role Skills Program (GRADS) National Diffusion Network (NDN) grant proposal was selected as an exemplary proposal and included in "Writing Grant Proposals That Win" in Capitol Publications.

The Child Welfare League of American selected the GRADS program to include in its America's Program Exchange. The program exchange identifies, selects, and disseminates information on innovative programs that have proven valuable in advancing child welfare. A summary of the GRADS program will be maintained on a database and made available to child-serving agencies throughout North America.

A new curriculum was produced for the adult programs entitled: "Parenting Education Supplement" for the Family and Career Transitions Resource Guide. Inservice was provided at the All Ohio Vocational Education Conference.

2. *Work and Family Life*

Work and family life program was introduced at All Ohio Vocational Education conference.

Ohio Competency Analysis Profiles (OCAPs) were completed for all vocational home economics programs.

Curriculum development was initiated for the personal development work and family life course.

Work and family life middle school programs were piloted in 18 locations.

Male enrollment increased from 33.9% in FY91 to 34.2% in FY92.

Work and family life teachers averaged 96.5 students.

Teachers conducted an average of 25.3 home visits, 30 parent conferences, 125 student conferences, and 138 community contacts.

Over half of work and family life teachers indicated they include practical reasoning instruction as a separate unit and integrated into instruction.

3. *Impact*

Of the students enrolled in Impact, 30% improved grades and 26% improved attendance.

279 pregnant and parenting teens were identified in Impact programs facilitating the students' access to community resources.

Impact teachers conducted an average of 45 home visits, 51 parent conferences, 182 community contacts, and 284 student conferences.

4. *Job Training*

Job training programs were revamped as follows:

- Food Management & Production,
- Clothing and Interiors, Production & Services,
- Early Childhood Education & Care, and
- Hospitality & Facility Care.

Revised FHA/HERO skill events for food management and production and hospitality and facility care.

Technical inservice was provided for each job training area.

Established the first statewide business-industry linkage between food management and production.

A team culinary cuisine competition was sponsored by Ohio Edison for students enrolled in food management and production programs.

A fall and spring newsletter for each of the job-training programs was initiated.

5. *GRADS*

GRADS teachers averaged 50 students.

Male enrollment in GRADS increased from 9% in FY91 to 11% in FY92.

GRADS teachers conducted an average of 405 student conferences, 87 parent contacts, and 64 home and hospital visits.

Of the 10,594 GRADS students, 450 were a second pregnancy and 57 a third pregnancy. Only 4% of students in a second pregnancy were enrolled in GRADS during first pregnancy. Only .5% of students in third pregnancy were in GRADS during a previous pregnancy.

9% of GRADS students are married.

15% of babies were classified low birth weight.

GRADS was provided in 579 school districts, 745 buildings--507 high schools and 147 middle schools.

GRADS was provided in 81 joint vocational school member districts.

GRADS by type of districts include: city, 35%; exempted village, 5%; local, 45% and JVS, 15%.

6. FHA/HERO

Ohio is second in FHA/HERO membership nationally, moving from eighth three years ago.

Ohio increased 955 members from 15,763 in FY91 to 16,718 in FY92.

Male membership increased 967 members, representing 22% of membership.

Ohio had 15 gold medals, 4 silver medals, and 1 bronze in national STAR events held at the 1992 National FHA/HERO leadership convention in Chicago.

91 members attended the National FHA/HERO leadership convention in Chicago.

513 members attended national cluster meetings.

698 members participated in summer leadership camp.

An estimated 5,757 members participated in regional and state skill events.

3,439 members and advisors attended the state FHA/HERO conference.

Ohio had two students selected for scholarships for the 1992 Japanese Exchange Program.

D. Postsecondary Program Statistics/Accomplishments

1. Family Life

10,671 adults participated in family life education classes.

4,168 infants and toddlers and 2,117 preschoolers were served in parent-child interaction programs.

As a result of attending Family Life education classes, 645 adults entered into ABE programs and 222 enrolled in job training or technical training programs.

As a result of intervention through Family Life, 387 children were identified as developmentally delayed and referred to appropriate agencies.

93% of the children made positive progress toward normal developmental levels. (Children from disadvantaged families often digress in development due to lack of nurturing.)

Individual program estimates of the money saved the community through return of children from foster care to improved home environments totals $1,032,000.

2. *Displaced Homemakers*

Of the 2,034 participants who completed the 100-hour modules of instruction:

- 42% entered skill training or higher education or are awaiting enrollment,
- 22% enrolled in ABE/GED or other remediation,
- 2% obtained a GED, and
- 25% entered employment.

The profile of displaced homemakers served this year varied slightly from the previous year. More minorities were served. Fewer under 22 participated but more in the 45-54 age category participated. Fewer of those enrolled came with a high school diploma or GED.

Displaced Homemaker programs served 2,034 adult full-time students in FY92.

In FY92, there were 36 coordinators of Displaced Homemaker programs.

3. *Transitions*

Of the 7,721 participants in Transitions:

- 43% entered skill training, higher education or are awaiting enrollment,
- 12% enrolled in ABE/GED or other remediation,
- 9% obtained a GED, and
- 35% entered employment.

4. *Goals*

Of the 686 participants in GOALS who completed the 100-hour modules of instruction:

- 12% entered skill training, higher education or are awaiting enrollment,
- 60% enrolled in ABE/GED or other remediation,
- 8.5% received GED, high school diploma or returned to high school, and
- 9% entered employment.

5. *Adult Work and Family Life*

6,143 adults participated in work-site seminars.

1,427 class hours of instruction were provided.

E. Exemplary Programs

The following programs were recognized as exemplary based upon thirteen indicators of a quality program, recommendations by students, administrators, and advisory committee and review by external panel.

1. *Work and Family Life Program, Deer Park High School, Cincinnati*

This pilot Work and Family Life program offers a required eighth grade course called Personal Skills for Living, as well as elective high school courses. Fifty-six (56%) percent of all students in Grades 8-12 were enrolled in a home economics course this past year. Individual career plans (ICP's) are being developed for all students as part of the eighth grade course. The FHA/HERO chapter organized a recycling project which resulted in district-wide recycling in cooperation with Cincinnati Waste Management.

2. ***GRADS, Polaris Career Center, Middleburg Heights***

   This GRADS program is offered both at Polaris and in the six feeder high schools. Home visits are an integral part of the program and are made to the family of each GRADS student. GRADS FHA/HERO activities have been supported for the past three years through a grant from the Berea Kiwanis. The GRADS advisory committee recently recommended the purchase of a laptop computer for the program which can be easily transported to sites where GRADS classes are conducted.

3. ***Work and Family Life, Washington Senior High, Washington Court House***

   This home economics program consists of a required ninth grade course in Personal Development and a required tenth grade course in Personal Development and a required tenth grade course in Personal Development and Nutrition/Wellness, as well as elective courses in Work and Family, Family Relations, and Parenting. Jon Creamer, high school principal, states, "Personal Development is a strong addition to our curriculum. I truly believe it is one of the more innovative and effective reforms to be developed and it is refreshing to note it was developed at the local level."

4. ***Work and Family Life, Indian Valley High School, Gnadenhutten***

   This active program has high enrollments and over 70 percent of the students are member of FHA/HERO. Superintendent William Wenger states, "Of all the programs being operated in the Indian Valley Local Schools, I believe the Vocational Home Economics program touches more people in a positive way than any other. It is truly one of our best public relations assets."

5. ***Work and Family Life, Jonathan Alder High School, Plain City***

   Brenda had a total of 138 students enrolled in home economics this past year. With the addition of a required parenting course for sophomores this fall, called Parenting Awareness, they will be adding a teacher to the department. Home economics students plan several major events in the district each year. They co-hosted a Dinner Theatre for the community, held parenting classes for adults in their community and organized a School Board Recognition program. Every other year the home economics department sponsors the student body inservice with professional speakers that students enjoy.

F. Summary

The development of new programs and the leadership activities related to curriculum development, resource development, inservice, accountability/reporting, and research are under the direction of the assistant director for vocational home economics. Technical assistance to those programs is provided by eight consultants. The achievements in state leadership are reflected in programs and support services.

X. Tech Prep (Title III, Part E, Sections 341-347)

In fiscal year 1992, the Ohio Department of Education's (ODE) Division of Vocational and Career Education and the Ohio Board of Regents (OBR) worked cooperatively to initiate Tech-Prep in Ohio.

The following are some activities that have facilitated that initiation:

- Jointly organized and facilitated a Tech-Prep Ad-Hoc committee meetings to set the direction for Ohio's Tech-Prep program. The committee was composed of five secondary superintendents, five college presidents, two representatives from the Ohio Board of Regents (OBR) and two representatives from the Ohio Department of Education (ODE).
- As a result of recommendations from the Tech-Prep Ad-Hoc committee, worked together to amend the state plan for vocational education as it relates to Tech-Prep. This involved joint presentations to the Ohio Vocational Directors Associations, the Ohio Council on Vocational Education, the Committee of Practitioners and others.
- Jointly insued the first competitive Tech-Prep Request for Proposal (RFP) on December 10, 1991.
- Jointly conducted seven Tech-Prep regional workshops (held in October and November of 1991).
- Cooperatively revised the RFP for a second round of grants.
- On April 22 and 28, 1992, jointly conducted two bidder's conferences for the second Tech-Prep RFP.
- Jointly conducted and continue to conduct meetings of the grant sites. Currently we are in the process of establishing performance measures and coordinating a Tech-Prep promotional campaign.
- In addition to the above, representatives from ODE and OBR have met with numerous schools to assist them in forming a Tech-Prep consortium.

As a result of these activities:

- 23 consortia responded to the first RFP,
- 6 consortia were awarded three-year Tech-Prep grants (see consortia membership section for schools),
- 15 consortia responded to the second RFP, and
- consortia awards for the second RFP will be made in fiscal year 1993.

The 6 funded consortia were notified of their funding in February 1992. The focus on the consortia's activities between February and the end of June 1992 centered on:

- hiring Tech-Prep administrators,
- initiating inservice activities,
- initiating curriculum development activities,
- initiating promotional activities, and
- initiating activities to identify potential Tech-Prep outcome measures.

A. Number of Students (Secondary and Postsecondary) Served by Tech-Prep as a Linkage Program

As the six funded Tech-Prep consortia were in operation for only five months of FY92 and as they were in the planning/developmental stage, no Tech-Prep programs were in place and therefore no students were served by Tech-Prep as a linkage program.

However, North Central Technical College had seven secondary math classes piloted Technical Algebra units in joint vocational schools and comprehensive high schools. Approximately 175 students were served. Early English Composition Assessment Program (EECAP) writing

evaluation was piloted with 176 students with performance keyed to college writing criteria. EECAP is designed to encourage high school students to compare their writing skills with those needed for success in college freshman composition courses.

B. Discuss the Impact of Services Provided by the State Indicating If the Services were Rural, Urban, or Both

Tech-Prep consortia in Ohio include urban and rural areas. Since Tech-Prep activities have included participants from both, the two types of population density were provided services.

In both planning and implementing Tech-Prep, the state provided substantial assistance, as indicated in the following:

- Provided consistent and substantial support in helping consortia plan their Tech-Prep proposals.
- Provided help, not only in developing the plan but also in administering it. This consisted of specific procedural advice, general philosophical guidance, emergency aid which took a variety of forms, as well as lobbying and interceding for Tech-Prep issues.
- Provided consultation in the areas of applied academics, Project Discovery, regional computer networks, financial accounting, competency based education, employability skills and occupational skill development.
- Provided and continues to provide a forum for consortia to meet on a monthly basis.
- In addition, provided the activities listed in the introductory section.

Through this assistance and the hard work of the consortia, Tech-Prep is impacting Ohio by providing a new direction in education. That new direction is reflected in the development of the consortia's Tech-Prep programs that:

- will demonstrate **systemic change**. New creative and innovative options will be provided to students. These options will <u>not</u> focus on linking what Ohio is currently doing at the secondary level with what is currently being offered at the postsecondary level, but rather focus on achieving systemic change at both levels.
- will **attract those students who are neither in a college prep or vocational program, and** provide **expanded opportunities** for students in traditional college prep or vocational programs.
- are a **partnership** between secondary education, postsecondary education, business/industry and labor.
- will provide **academic, occupational and employability competencies** at both the secondary and postsecondary levels, enabling a student to enter entry-level employment at the completion of the 12th grade and the postsecondary program.
- will provide **early career education** and career exploration . Starting with the student's Individual Career Plan (ICP) in grade 9, Tech-Prep programs arrange the study of mathematics, science, communications, technology, and specific technical skills in a step-by-step progression of coordinated curricula.
- will prepare completers with the **advanced skills** necessary for technical occupations by the end of the second year of the college's technical program, a youth internship or an apprenticeship program through an unduplicated comprehensive program that is responsive to the changing technical needs of business, industry and labor.

As responses to the next four issues vary greatly in the six consortia, responses will be give on a consortium basis.

C. Describe the Planning of Tech-Prep Programs Between Secondary & Postsecondary Institutions by Occupational Instructional Areas, Including Apprenticeship

1. ***Marion Technical College*** *(Marion Area)*

The planning process of Tech-Prep relied heavily on labor market report and local economic conditions. Our decision to develop four major high-tech programs, in computer/information systems, health, and engineering technologies, was based on the projected labor demand in the period of 1988-2000. Labor market information (LMI) projects a high rate of growth in these occupational areas. A survey of our local economy in 1991 indicated that area businesses are looking for those employees who possess technical, as well as strong academic skills combined with knowledge in human relations. The World Class Production and Service, one of our four programs, is a direct result of our local survey.

Development of the Tech-Prep program also relied on input received from business and industry in each occupational area. Representatives from different occupations participated in our Developing a Curriculum (DACUM) sessions. Their input helped us identify the competencies and skills crucial to Tech-Prep program content.

The Tech-Prep Advisory Committee is actively involved in guiding consortium members in reviewing academic and occupational curricula.

2. ***Miami Valley Tech-Prep Consortium*** *(Dayton Area)*

Previous to June 30, 1992, planning was accomplished which permits students in the Vocational Education Planning District (VEPD) to prepare for the Sinclair Electronics Engineering Technology program. This involves added instruction and testing which prepares the students to make the transition from vocational level to college level. The instruction combined with the appropriate assessment prepares students for advanced placement in appropriate courses at Sinclair Community College. Subsequent to June 20, college faculty, VEPD faculty, and corporate representatives met to design curriculum. A DACUM has been completed for Electronics Engineering Technology and will be used for further curriculum design. The Ohio Competency Analysis Profile (OCAPS) have been utilized as a preliminary step in defining curriculum at the VEPD level. An important outcome of the developing a curriculum process is to prevent students having to take extensive developmental courses at Sinclair in the future. Curriculum is being developed with industrial input regarding jobs available.

In the Industrial Manufacturing Technology area, a preliminary DACUM has been completed. Extended DACUM work is planned which will involve additional input from industry.

Although Automotive Technology will not be developed under the grant until next year, automotive instructors are involved in preliminary discussion among VEPD faculty and Sinclair faculty. A two plus two curriculum has been discussed.

In the Computer Applications area, Miami Jacobs Business College, along with the VEPDs will develop curriculum, student identification methodology, and job identification methodology in the Computer Applications field.

All VEPDs in the Miami Valley Tech-Prep Consortium have some form of apprenticeship or advanced placement in place. These were in place before June 30. Subsequent to June 30, Montgomery County JVS has developed a prototype comprehensive internship program. This program will position students in a workplace experience during the summer prior to eleventh grade. This experience will be related to the curriculum the student plans

to purse forming a unique step-up process in which each experience supports the succeeding experience. For instance, the summer job will prepare the student for subsequent curricula by providing applications for math and physics. In this manner the work experience will not be isolated from the curricula, but rather will be supportive. To insure the success of this program, extensive corporate involvement will be solicited.

3. ***North Central Technical College*** *(Mansfield Area)*

The consortium organized in March 1992 with two committees which had and have responsibility for planning and implementation. The Steering Committee, which consists of the superintendents of the four secondary VEPDs and the president of North Central Technical College, establishes policy and determines the direction of the consortium. The Curriculum Committee is made up of members from the following constituent groups: secondary VEPDs, county school boards, associates schools, labor, business/industry, JTPAs, and the college. This group has led the detailed planning and implementation of the project, following guidelines established by the steering committee.

The consortium began its DACUM-OCAP process for the three Tech-Prep programs in March 1992. Each program advisory committee, for Electronic Engineering Technology/Electricity, Manufacturing Engineering Technology, and Metal Forming Engineering Technology, consists of faculty/administrative representatives from each secondary VEPD and the technical college, as well as business/industry representatives in that occupational field. Each committee's goal has been to produce a coherent four-year skills list which would include occupational, employability, and academic competencies as the first step in the adoption of coherent curricula for these three programs in each partner school. That process was not completed by June 1992, but it was well begun. Since no secondary VEPD partner had in place during the 1991-92 school year a secondary manufacturing engineering program, competency development for that program has moved most slowly.

In addition, nine English teachers, two from each secondary VEPD and one from the college, planned an EECAP project for 1992-93, piloted the proposed writing evaluation, and developed the proposal.

4. ***Washington State Community College*** *(Marietta Area)*

We have set a target date of the beginning of school in the fall of 1994, as a startup time for vocational modules in the following areas: computer applications, drafting, electronics, and health care. Committees of faculty members representing each of the schools in our consortium have met and compared their programs in each of the four areas.

5. ***North Coast Tech-Prep Consortium*** *(Cleveland Area)*

The North Coast Tech-Prep Consortium (NCTPC) is composed of Cuyahoga Community College and the following Vocational Education Planning Districts (VEPDs):

Auburn JVS
Cleveland Schools
Cleveland Heights/University Heights
Cuyahoga Valley JVS
East Cleveland Schools
Mayfield Schools
Medina JVS
Parma Schools
Polaris JVS
Six District
West Shore

The VEPD represents 73 high schools. The three local state universities -- Cleveland State, Kent State, and Akron -- are participants as well.

A Planning Committee was formed with representatives from each Consortium member and business and industry. The Planning Committee developed the Tech-Prep proposal that was funded. It meets every other month to assess the progress of the Consortium and work on issues that need to be resolved.

Because of late funding, the curriculum development planning structures was not able to be formed during FY92. During FY93, interdisciplinary teams from each high school and the college have been formed to develop curriculum, determine instructional strategies, identify instructional materials and develop a recruitment/marketing plan. Curriculum development will focus on four year technical curriculum and applied academics. The team will include vocational/technical instructors, math, English and science instructors, and counselors.

The work of the interdisciplinary teams will proceed through FY93 and FY94. Three career areas will be the focus of this activity: automotive, electronics, and computers.

6. ***Central Ohio Tech-Prep Consortium*** *(Columbus Area)*

From the commencement of the grant, planning proceeded through four committees: Steering Committee, Implementation Planning Committee, Resource Search Committee, and Engineering Faculty Committee.

The Steering Committee consists of the superintendents of 4 VEPDs and 4 city school districts, the directors of the vocational schools, the vice-president of academic affairs of the Community College, the deans of engineering and of arts and science and the department chairs for manufacturing technologies, constructions technologies, math, science, communications, and representatives from local industry. The committee met in March and identified membership of the Program Design Committee to define competencies. This committee met in June and approved the broad outcome areas produced by the Design Committee and the creation of a Resource Search Committee.

The Program Design Committee consisted of 10 secondary teachers, 9 faculty from Columbus State Community College, and 9 representatives from business and industry. This committee met for two days and developed a set of outcomes, clustered into seven broad areas, that serve at the framework of the competency development for the curriculum.

A Resource Search Committee consisting of 4 secondary teachers, three faculty, and a faculty person from the area's largest four year institution met to determine how to compile a full and complete competency list.

D. Document the Benefits of Tech-Prep Programs and Services in Meeting the Needs of Special Populations, Including Nontraditional/Sex Equity

1. ***Marion Technical College***

The Consortium plans to develop a marketing and promotional campaign including strategies to recruit students from "special population" groups which consists of minorities, economically disadvantaged, unwed teen parents, ADC dependent families and persons with physical impairments. We will seek collaboration from the local Department of Human Services, PIC and other social agencies. Marion Technical College will also utilize the services of its "SUCCESS" program (a grant-funded program designed to meet the needs of ADC recipients). In order to assure the success of "special population" students, tutorial assistance will be provided in counseling and career planning. Counselors will receive the needed training to deal with issues related to "special need" populations.

2. ***Miami Valley Tech-Prep Consortium***

Prior to June 30, the Consortium accomplished primarily planning in the areas of special populations. Subsequent to June 30, we are combining Tech-Prep with work being done under an Ohio Eisenhower Grant which is intended to increase the number of women in technology. Activities combining these two grants will include identification of interested students, hands-on experience in laboratories at Sinclair Community College, publishing availability of support systems, and job familiarization.

3. ***North Central Technical College***

The Tech-Prep programs are not yet implemented (target date: Fall, 1993). However, two curriculum activities supporting academic skills needed for Tech-Prep and one college sex equity project have provided benefits to special populations.

The Technical Algebra pilot mentioned above served typical populations in all the seven pilot schools, including four VEPDs. This included each school's distribution of special populations, including the gender distribution. Female students who would not ordinarily have taken algebra classes and students with a history of non-success in math participated in this pilot. The EECAP planning grant piloted a junior year writing evaluation program in four secondary VEPDs; again, including a representative sample of each school's vocational population. That sample included many students who were not considering attending college at the time of the evaluation and consisted predominantly of students in the second and third quartiles of the student population. That program has been re-funded for the next academic year and will serve all junior students in all four VEPDs. Both the Technical Algebra pilot and the EECAP pilot served populations not usually classified as "college prep." The two comprehensive high schools will include "college prep" students in their EECAP populations.

North Central Technical College's "Women in Engineering Project" (Carl D. Perkins) served over 48 women engineering students at the college. It served at least 120 secondary students in a variety of ways. In addition, its open house with the Engineering Division at NCTC's campus drew 40 visitors, including over 15 female high school students with some interest in engineering. Re-funded for 1992-93, the project is expanding in number of women served and range of services. Although this is <u>not</u> a Tech-Prep project, a close inter-relationship exists between the two projects, and their activities serve our target populations.

4. ***Washington State Community College***

None to date. However, in the future, the program through its advising component and applied academics approach will provide increased support and services for special populations.

5. ***North Coast Tech-Prep Consortium***

Since the Consortium will not have students enrolled in Tech-Prep until fall 1994, it cannot document benefits to special populations. Advisory committees for each career area will include special population representatives to assist in developing strategies and support to encourage special populations to participate.

6. ***Central Ohio Tech-Prep Consortium***

None to date.

E. The Impact of Tech-Prep Professional Activities and Services on Guidance Counselors, Teachers, and Others

1. *Marion Technical College*

Professional development has been a focal point in our Tech-Prep planning process. Since March, 1992, ten workshops have been conducted focusing on applied academics, Tech-Prep concepts, counseling and curriculum development. It is only through Tech-Prep that the opportunity has been given to teachers and counselors, from different schools, to interact with each other with a collective sense of educational goals and partnership. Since many of our local schools are cutting down the budget for professional development for their teachers, the Tech-Prep workshops remain the only available source for receiving professional development training.

2. *Miami Valley Tech-Prep Consortium*

Primarily planning was accomplished prior to June 30. Steering Committee dates associated with planning for guidance counselors and teacher orientation were held May 15, June 15, and June 30; counselors and teachers have been incorporated into Tech-Prep planning. A course is offered for credit at the University of Dayton to present "What's New in Industry" to all interested educators in the VEPD. During this experience, the teachers are exposed to state-of-the-art technology in industry and this applies to Tech-Prep. Likewise, college faculty and administrators are learning about high schools. Personal contacts are increasing. Additionally, a meeting was held with faculty from all VEPDs along with business representatives and Sinclair faculty at the Sinclair Campus to discuss development of Electronics Engineering Technology curriculum.

3. *North Central Technical College*

Over 60 guidance counselors and administrators from the region's VEPD and their associate schools attended one of three day-long "Go-See" tours to the region's industries to see and hear industrial needs for specific work skills, particularly in the areas of math, science, and communications. Almost all of the "go-see" sites employ workers in at least one of the consortium's three Tech-Prep programs, Electronics/Electricity, Manufacturing Engineering, and Metal Forming Engineering.

Twenty-six regional math teachers from the VEPDs and associate schools participated in six days of Technical Algebra workshops to develop pilot units to use during the 1992-93 school year and to familiarize themselves with teaching techniques and equipment, such as spreadsheet software, graphing calculators/graphing calculator software, and Unilab teaching materials. Each teacher received about $450 worth of materials for classroom use. Seven of those teachers piloted at least one Technical Algebra unit during Spring of 1992.

Nine English teachers visited each of the five partner VEPDs to examine each school's English curricula and attended a half-day session with Dr. Gratia Murphy of Youngstown State University on that region's EECAP activities. They also received materials generated by the Youngstown State EECAP projects and additional support materials on writing.

Nine administrators, teachers, and guidance counselors attended the first national Tech-Prep Conference in Dallas in March 1992 to familiarize themselves with the Tech-Prep movement.

4. *Washington State Community College*

Such services have not yet been devised.

5. North Coast Tech-Prep Consortium

During FY92 no activities were carried out. During FY93 and FY94 , extensive efforts will be made to provide professional activities for up to sixty counselors and teachers.

In-Service training with support from the participating state universities and consultants will form a core of activity to build involvement of counselors and teachers, and to empower them to take ownership of the Tech-Prep programs.

6. Central Ohio Tech-Prep Consortium

Through the Program Design and Resource Search Committees, administrators and teachers from all of the participating districts and from the Engineering and Arts and Science Faculty have begun to think in terms of applications and competencies.

F. Describe the Preparatory Services Provided for Participants in Tech-Prep Programs

1. Marion Technical College

Three activities have been accomplished as part of Tech-Prep's services:

- Promotional brochures: A Tech-Prep brochure has been produced which is geared toward junior high and high school students. The purpose of this brochure is to inform, to persuade, and the motivate.
- Another preparatory activity involves the development of applied academics curricula from grade 9 through 12. The Curriculum Development teams in our Consortium are in the process of developing a "Tech-Prep sensitive" curricula in a sequential order that will avoid unnecessary duplication of course content.
- The third preparatory service is directed toward counselors. Both junior high and high school counselors are being provided with professional development training in the area of individual career planning and its role in recruiting Tech-Prep students. Two workshops have been conducted for the counselors to date.

2. Miami Valley Tech-Prep Consortium

Prior to June 30, the Consortium primarily accomplished planning in the areas of preparatory services and marketing to include initial development of drafts for brochures for distribution of students, parents, feeder school officials, and businesses and industries. Marketing materials were prepared by a committee including representatives from all the VEPDs and Sinclair. The drafts have been proofed and are in the final development stage. In addition, individual Steering Committee members have talked to respective faculty and counselors and acquainted them with the basic concepts of Tech-Prep. The Individual Career Plan (ICP) has been introduced within each VEPD and has been incorporated with Tech-Prep planning. Students are given the Tech-Prep route as an option within the ICP. Subsequent to June 30, it has been determined that preparatory services for students will include informational meetings, description of curriculum, equipment, instructional methods (hands-on), and jobs available upon graduation. Students will be asked to fill out a "Career Plan" that outlines courses to prepare them for a vocation. Summer programs will be organized to introduce students to Tech-Prep. In the case of Montgomery County JVS, a summer intern program will be used.

3. North Central Technical College

In the period from February through June 1992, three preparatory services were provided for the student population who will become the region's Tech-Prep participants. One

service was the seven-school pilot of at least one unit of Technical Algebra, described above in several places. The second was the teaching-evaluation-feedback process which comprised the steps of the EECAP pilot in selected classes of the four secondary VEPD partners.

Thirdly, North Central Technical College's "Women in Engineering" program provided career and personal guidance services for the women and girls who participated in that program. Some of the students also will be part of the Tech-Prep population.

4. ***Washington State Community College***

Again, no such programs have been instituted to date.

5. ***North Coast Tech-Prep Consortium***

By FY94, the NCTPC will have developed the means to assist students in developing their Individual Career Plan required before entering high school. Efforts will be made to develop applied academics for ninth and tenth grade students to prepare them for the Tech-Prep curriculum.

6. ***Central Ohio Tech-Prep Consortium***

The planning committees recognized that a Tech-Prep curriculum will require orientation to technology-based careers in the middle school and more rigorous math, science, and communications curriculum in the 9th and 10th grade years. As of June 30, this effort was at the discussion stage.

G. Exemplary programs

Ohio's Tech-Prep programs were in the planning process during FY92 with no student enrollment, there are no exemplary programs at this time.

Consortia Membership

Washington State Community College

Washington County Joint Vocational School
Morgan Local Schools (Morgan County)
Fort Frye Local Schools (Washington County)
Warren Local Schools (Washington County)
Washington County Board of Education

Sinclair Community College
(Miami Valley Tech-Prep Consortium)

Centerville City Schools
Dayton City Schools
Greene County Vocational School
Mad River Local Schools (Montgomery County)
Miami Jacobs Junior College of Business
Middletown City Schools
Montgomery County Joint Vocational Schools
Warren County Joint Vocational Schools

Marion Technical College

Tri-Rivers Joint Vocational School
Mt. Gilead Exempted Village
Cardington-Lincoln Local Schools (Morrow County)
North Union Local Schools (Morrow County)
Morrow County Board of Education
Marion City Schools
Elgin Local Schools (Marion County)
Pleasant Local Schools (Marion County)
Ridgedale Local Schools (Marion County)
Highland Local Schools (Marion County)

Columbus State Community College
(Central Ohio Tech-Prep Consortium)

South-Western City Schools
Pickaway-Ross Joint Vocational School
Eastland Vocational School
Delaware Joint Vocational School
Reynoldsburg City Schools
Chillicothe City Schools
Delaware City Schools
Whitehall City Schools

North Central Technical College

Ashland-West Holmes Career Center
Madison Local Schools
Mansfield Local Schools
Pioneer Joint Vocational Schools
Richland County Office of Education
Holmes County Board of Education
Ashland City Schools
Ashland County Schools
Crawford County Schools

Cuyahoga Community College

(North Coast Tech-Prep Consortium)

Auburn Vocational School
Cleveland Hts.-University Hts. City Schools
Cleveland City Schools
Cuyahoga Valley Joint Vocational School
East Cleveland City Schools
Mayfield Vocational Education Planning District
Medina County Vocational Education Planning District
Polaris Joint Vocational School
Parma/Brooklyn City Schools
Six District Educational Compact
West Shore-Lakewood City Schools
Kent State University
University of Akron
Cleveland State University

XI. Integrating Applied Academics Into Vocational Education (Title I, Part B, Section 116; Title II, Part A, Section 201; Title II, Part C, Section 235, 240)

Correlated academics programs were implemented in the 1985-1986 school year. Basic academic subjects of mathematics, science, and communication are strengthened by applying these subjects to occupational skill training areas. The certificated academic teacher correlates the applied academic instruction with the laboratory instruction of the vocational curriculum.

In February 1992, three inservice meetings for 200 plus correlated academic instructors were co-sponsored with the New and Related Services Division of the Ohio Vocational Association.

A. Number of Students Participating In In-School Applied Academics Programs

There are several ways to integrate academics and vocational education. Ohio vocational education programs are unit funded. Vocational units that include one or two correlated academic classes taught by academically certificated teachers are called correlated programs.

In FY92, 30,858 vocational students received correlated academic instruction.

Table 8

Vocational Education FY92 In-School Block Program
Distribution By Type

(V11) Block + One Correlated Academic Class 184	5.4%
(V12) Block + Two Correlated Academic Classes 570	16.7%
(V13) Block + One Correlated Academic Class and One Technical Related Class 789	23.1%
(V31) Block + One Technical Related Class 220	6.4%
(V32) Block + Two Technical Related Classes 1,014	29.7%
(V51) One Independent Vocational Block 638	18.7%
Total 3,415	100%

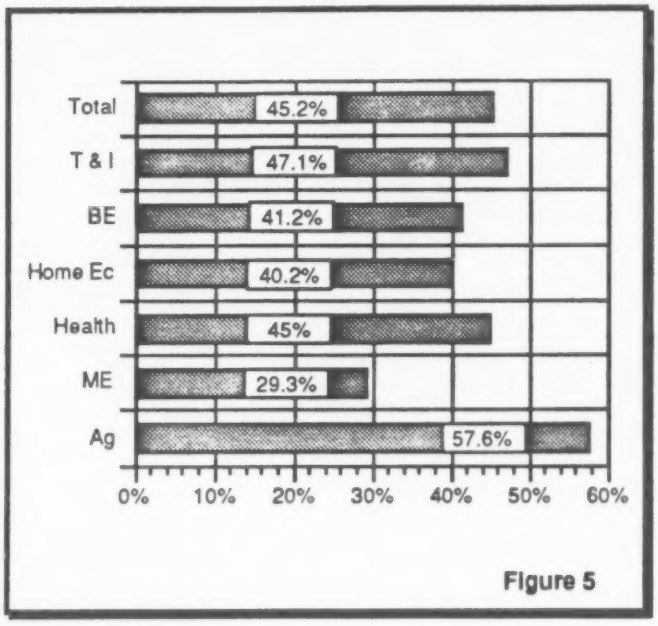


Figure 5

FY92 Academic Integration Report

Eligible In-school Vocational Block Programs That Have Correlated Academics

In FY92, integration levels varied by service area from a high 57.6% in Agricultural Education to a low of 29.3% in Marketing Education. The variations are shown in the accompanying graph.

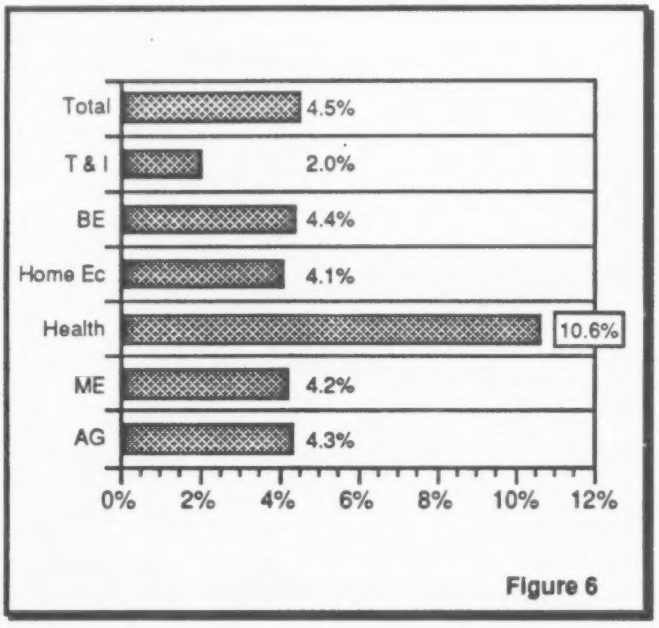


Figure 6

Eligible Co-op Vocational Education Programs That Have Correlated Academics

Funded correlated academic classes were made available to regular cooperative education programs for the first time in FY92. The accompanying graph indicates the implementation levels allowed during the first year.

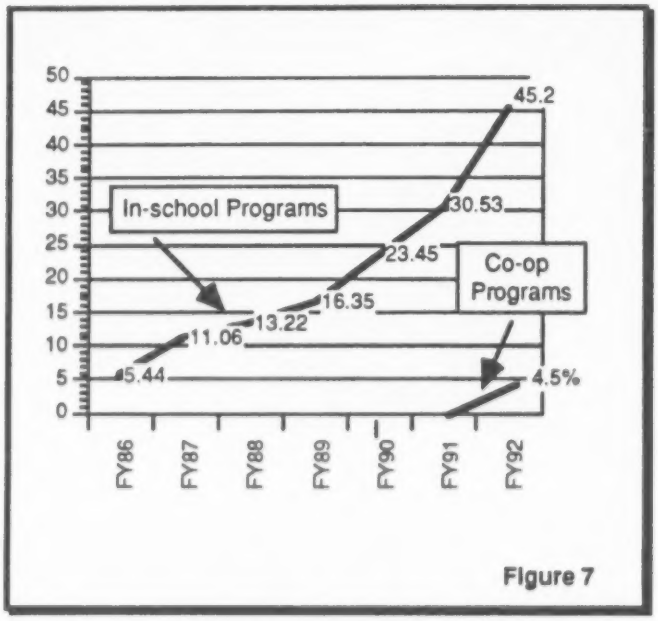


Figure 7

Growth of Correlated Academics Units as a Percent of Eligible Job Training

Ohio's Future at Work, the action plan to accelerate the modernization of vocational education objectives, called for the following:

- By FY94, applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job specific programs.

The action plan required increasing the scope of the vocational education experience for each student. The intent is for vocational program completers to have comprehensive educational experiences that include occupational, academic, and employability competencies.

$150,000 matching state funds were provided to local school districts to purchase applied academic resources in applied mathematics, principles of technology, and applied biology/chemistry in FY92.

1. ***Ohio Competency Analysis Profile (OCAPs)***

   Ohio's Competency Analysis Profiles (OCAPs) form the foundation of Ohio's response to CDP II and *Ohio's Future at Work* directives. OCAP lists evolved from a modified-DACUM process involving 582 business, industry, labor, and community agency representatives from throughout Ohio. The OCAP development process produced 63 separate lists. OCAPs addressing applied mathematics and applied communications are available in addition to 56 occupational areas, two dropout prevention programs, and three work and family life programs. OCAPs are scheduled for revision every 3-4 years.

   Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational and employability skills needed to enter a given occupation or occupational area. Within the OCAP outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. Advancing items (marked with one asterisk) identify the knowledge, skills, and attitudes needed to advance in a given occupation. Futuring items (marked with two asterisks) identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now. Core items will be the basis for the criterion-referenced **Ohio Vocational Competency Tests** that are scheduled to begin in September 1993. These written pre-post tests will form Ohio's basis for learning gain; however, locally controlled performance testing will also occur. This combination of information will be used by teachers to determine which competencies appear on students' career passports.

   Competency Profile Software (SCAPs) is also available to assist teachers in the development of vocational program courses of study and the tracking of competency attainment for the Career Passport each student receives upon program completion. This IBM-compatible database allows full manipulation of a given OCAP and can print to a disk file, the screen, or a printer.

OCAPs and SCAPs are available in the following areas:

Agricultural Education
- Agricultural Business Feed and Grain Worker
- Agricultural/Industrial Mechanical Technician
- Agricultural Production
- Agricultural Products Sales and Service Worker
- Agriscience
- Animal Management Technician
- Beef and Sheep Producer
- Crop Producer
- Dairy Producer
- Fertilizer/Chemical Sales and Service Worker
- Floriculture and Greenhouse Worker
- Forest Industry Worker
- Horticulture
- Meat Processor
- Natural Resources
- Nursery and Garden Center Worker
- Poultry Producer
- Resource Conservation
- Swine Producer
- Turf and Landscape Worker

Business and Marketing Education
- Accounting
- Administrative/Secretarial Services
- Business Administration and Management
- Business Information Systems
- Entertainment Marketing
- Entrepreneurship
- General Marketing
- Travel and Tourism Marketing

Home Economics Education
- Clothing and Interiors, Production and Services
- Early Childhood Education and Care
- Food Production, Management, and Services
- GRADS (Teenage Parenting)
- Hospitality and Facility Care Services
- Middle School Home Economics
- Work and Family Life

Health Occupations Education
- Dental Assistant
- Diversified Health Occupations
- Medical Assistant
- Nurse Aide
- Practical Nursing

Trade and Industrial Education
- Auto Collision Technician
- Auto Mechanics
- Building and Property Maintenance
- Carpentry
- Commercial Art
- Cosmetology
- Diesel Mechanics
- Drafting
- Electrical Trades
- Electronics

Trade and Industrial Education Continued
..... Graphic Communications: Commercial Photography
..... Graphic Communications: Graphic Arts
..... Heating, Ventilation, Air-Conditioning, and Refrigeration
..... Industrial Maintenance
..... Law Enforcement
..... Machine Trades
..... Masonry
..... Power Equipment Technology
..... Welding

Drop-out Prevention Programs
..... Occupational Work Adjustment
..... Occupational Work Experience

Applied Academics Programs
..... Communications
..... Mathematics
..... Science (To be released in 1993)

2. Employability Skills

Ohio's Future at Work requires local courses of study for all vocational programs to address skills in student leadership (developed through participation in vocational student organizations), critical thinking, decision making, citizenship, employability, balancing of work and family, entrepreneurship, economic education, and life-long learning concepts. This requirement supports the broadened mission of vocational education that includes comprehensive education, training, and support services to develop occupational skills, academic skills, and employability skills.

Program models have been implemented to reinforce integrated employability skills instruction through separately funded classes. An Ohio Competency Analysis Profile (OCAP) for employability skills has been developed for use in all programs.

Ohio has become a member of the Agency for Instructional Technology (AIT) consortium. As a result, Ohio vocational programs have access to a variety of instructional materials in the areas of problem solving, teamwork, and self-management.

XII. Career Guidance and Counseling (Title II, Title III, Part C, Section 321-323)

Program improvement was accomplished through the maintenance of career guidance efforts, and the refocusing of the career development program to create individual career plans (ICPs) for all students beginning the eighth grade in Ohio.

A. Career Guidance Activities

State level career guidance and counseling activities were substantially reduced during FY92 and separate career guidance grants came to an end due to elimination of 43% program improvement set-asides under P.L. 101-392. Perkins funds previously dedicated to outcome-based career guidance programs were used for career education individual career planning. In addition career guidance staff was reduced from three to one consultant with accompanying materials and resource reduction.

The remaining career guidance consultant was involved as a part of the Measuring and Planning Progress (MaPP) evaluation system for vocational education in Ohio. These duties involved arranging for on-site visitation dates, reviewing career development programs within participating Vocational Education Planning Districts (VEPD) and submitting reports identifying the strengths of the program and areas needing improvement.

In addition to participating in the MaPP process the career guidance consultant and the Associate Director of Educational Services designed and implemented a process to validate the existence and availability of a comprehensive guidance and counseling program in each VEPD as specified by the VEPD Strategic Plan. On-site validation was conducted at the five joint vocational schools participating in the 1991-92 MaPP process.

A data collection instrument containing 19 statements that describe a comprehensive, competency-based guidance program was designed to elicit an estimate of the progress of school districts in implementing such a program.

Four regional presentations were conducted to introduce and present instructions for completing the validation instrument. Each school district was instructed to return a completed summary that would be representative of the district (K-12) guidance and counseling programs' current state of development and progress for 19 areas.

Summaries were returned from 296 school districts including 29 vocational districts. There were 29 VEPDs that had all of the summaries from each of the associate districts including the vocational district returned. These are the VEPDs which can be identified as meeting the Strategic Plan requirement that each VEPD have a comprehensive guidance and counseling program available to all students within the VEPD. The districts are identified below. *VEPDs Returning Summaries From All Associate School Districts :*

Akron City	Madison Local
Butler County JVSD	Mansfield City
Canton City	Maple Heights-Bedford VEPD
Canton Local	Maplewood Area JVSD
Cleveland City	Massillon City
Delaware JVSD	Medina County JVSD
East Cleveland City	Ohio Valley Local
Four City Compact	Parma City
Gallia-Jackson-Vinton JVSD	Polaris JVSD
Greenville City	Polaris JVSD
Jackson Local	South-Western City
Jefferson County JVSD	Switzerland of Ohio Local
Lorain City	Sylvania City
Lordstown Local	Washington Local
Mad River Local	West Clermont

The following chart lists all of the VEPDs and the number of feeder school districts that returned the summary. There were twenty-eight VEPDs from which no summaries were returned.

Table 9

Guidance Validation Summaries Received for 1992

VEPD	School	Received	Not Received
001	Apollo JVSD	5	7
002	Lima City	1	1
003	Ashland Co.-W. Holmes JVSD	5	1
004	Ashtabula County JVSD	0	9
005	Tri-County JVSD	7	2
006	Belmont Harrison Area	7	2
007	Southern Hills JVSD	3	4
008	Butler County JVSD	8	0
009	Hamilton City	0	1
010	Middletown City	0	1
011	Springfield Clark County JVSD	3	5
012	U.S. Grant JVSD	4	1
013	West Clermont Local	1	0
015	Columbiana County JVSD	0	10
016	East Liverpool City	0	1
019	Cleveland City	1	0
020	Cleveland Hts./Univ. Hts.	2	1
021	East Cleveland City	1	0
023	Lakewood City	0	4
024	Maple Hts.-Bedford	2	0
025	Mayfield City	5	3
026	Parma City	2	0
027	Cuyahoga Valley JVSD	7	2
028	Polaris JVSD	6	0
030	Four County JVSD	13	10
031	Delaware County JVSD	5	0
032	EHOVE JVSD	7	10
033	Sandusky City	0	1
035	Columbus City	0	5
036	Eastland JVSD	6	11
037	Central Ohio JVSD	0	8
038	South-Western City	1	0
039	Penta County JVS	0	17
040	Gallia-Jackson-Vinton JVSD	7	0
042	Greene County JVSD	1	7
043	Cincinnati City	0	1
044	Great Oaks JVSD	25	11
045	Northwest Local	0	1
050	Jefferson County JVSD	6	0
051	Knox County JVSD	3	4
052	Auburn JVSD	2	10

VEPD	School	Received	Not Received
053	Lakeshore Compact	1	4
054	Lawrence County JVSD	3	5
055	Licking County JVSD	1	10
056	Ohio Hi-Point JVSD	6	9
057	Lorain City	1	0
058	Lorain County JVSD	1	13
059	Oregon City	0	1
060	Sylvania City	2	0
061	Toledo City	0	1
062	Washington Local	1	0
063	Mahoning County JVSD	0	14
064	Youngstown City	0	1
066	Medina County JVSD	7	0
067	Meigs Local	1	2
069	Upper Valley JVSD	8	6
070	Switzerland of Ohio Local	1	0
071	Dayton City	0	1
072	Mad River Local	1	0
073	Montgomery County JVSD	11	17
074	Morgan Local	0	1
075	Mid-East Ohio JVSD	4	10
077	Pike County JVSD	1	4
078	Maplewood Area JVSD	11	0
079	College Corner Local	0	1
081	Madison Local	1	0
082	Mansfield City	1	0
083	Pioneer JVSD	1	14
084	Pickaway-Ross JVSD	0	11
085	Vanguard-Sentinel JVSD	10	5
086	Scioto County JVSD	4	7
089	Alliance City	0	3
090	Canton City	1	0
092	Massillon City	1	0
093	Plain Local	1	2
094	Stark County Area JVSD	5	2
095	Akron City	1	0
096	Four City Compact	4	0
097	Six District Compact	0	6
098	Portage Lakes JVSD	1	4
099	Trumbull County JVSD	0	16
101	Buckeye JVSD	10	2
102	Vantage JVSD	0	13
103	Warren County JVSD	5	2
104	Washington County JVSD	2	5
105	Wayne County JVSD	7	4
107	Ohio Valley Local	1	0
108	Coshocton County JVSD	0	4
111	Tri-Rivers JVSD	6	4
112	Jackson Local	1	0
113	Perry Local	0	1
115	Canton Local	3	0
116	Millstream Career Cooperative	11	2

VEPD	School	Received	Not Received
117	Greenville City	1	0
118	Lordstown Local	5	0
119	Lancaster City	0	1
120	Centerville City	0	3
121	Tri Star	6	3
	Total	295	365

Other Career Guidance Involvement in addition to participating in the overall MaPP process and conducting the Comprehensive Guidance Program Validation, career guidance staff provided the following career services.

NOICC Workshops for National Guidelines

Eight NOICC workshops were conducted for Ohio school districts. In addition a NOICC workshop was conducted at the State Counselors Conference and career guidance staff coordinated the NOICC/SOICC Teleconference in Ohio.

Other Workshops

- Three career assessment workshops
- Two Outcome-based Guidance Workshops

Other Involvement in Vocational Education Priorities

- Ohio State Fair Committee
- Vocational Education Minority Task Force
- OVA Student Services Liaison
- Career Education Task Force
- Ohio Career Information System Committee

Table 10

Validation Summary Results For All School Districts
Total Returned: 296

	% Completed	% Not Initiated	% In Progress				
			10-25	30-40	50	65-75	80-90
1. There is a district or school philosophy statement.	96	1	1	0	1	0	1
2. There is a guidance philosophy statement.	95	1	1	0	1	1	1
3. There is an overall goal statement for the comprehensive guidance and counseling program that addresses the personal, social, educational and career development of students.	90	5	1	0	1	1	1
4. There is a set of student goals related to the program goal statements. - The goals are specified by grade level - The goals are specified by levels or degree of achievement	57	17	1	2	12	6	5
5. Student goals are representative of the needs of both male and female students from all language, economic and ethnic groups.	76	13	2	1	2	5	1
6. There are measurable student competencies specified for each of the student goals.	41	32	3	3	9	9	3
7. A guidance curriculum is identified and established that directly addresses each student competency.	44	30	1	2	10	7	4
8. Appropriate guidance activities related to specified student outcomes are adequately staffed.	46	19	2	1	11	15	6
9. The comprehensive guidance and counseling program articulates with other school and community programs.	78	5	1	2	4	5	5
10. The program provides support to all students in meeting achievement and proficiency standard.	73	6	0	1	6	6	6

	% Completed	% Not Initiated	% In Progress				
			10-25	30-40	50	65-75	80-90
11. The program provides for articulation among all levels of guidance program within the school district and the continuity of students' personal, social, educational and career competency development at all levels.	72	5	1	2	6	9	5
12. A plan exists for identifying, developing, and applying the expertise of all available personnel.	61	16	2	1	7	7	6
14. A periodic report is presented on the program outcomes to the administrator in charge of guidance.	56	24	2	3	5	6	4
15. All persons who are affected by the program are involved in its development and implementation.	70	12	1	3	6	5	4
16. There is administrative support.	90	2	0	1	2	3	2
17. There are adequate facilities/staff to carry out the program.	50	9	1	3	12	18	7
18. There is sufficient financial support for the program.	56	11	1	3	8	12	8
19. Parents and students are presented information about the Postsecondary Options Program and receive counseling concerning the possible risks and consequences of participating in the program.	98	0	0	0	0	1	1

B. Career Development Program

The Career Development Service of the Division of Vocational and Career Education in the Ohio Department of Education served individuals and organizations that facilitate the career development process. The Career Development Service provided leadership and management in the development and marketing of quality educational services and products. The Career Development Program served career education coordinators, job placement directors, K-12 teachers, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking. Career development in Ohio is delivered to all students in grades K-12 through Career Development Programs in 60 funded Vocational Education Planning Districts (VEPD). A coordinator at each funded VEPD has been responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator included the writing of both program proposals and reports; planning and coordinating educator and community career education inservice programs; planning and implementing classroom and building career education activities in grades K-12 of each district served; implementing and providing leadership for Individual Career Plans; and managing sound fiscal activities that support the above listed activities.

All of these statewide career development activities are given direction and coordination on the state level through the Career Development Service whose staff provides leadership to ensure that career education experiences will provide Ohio's students with opportunities to make informed career choices, prepare for employment, and extend career development throughout their adult life.

Career education in Ohio traces its origin to a small number of pilot projects initiated in 1970. Based on the success of these efforts, the Ohio General Assembly began to appropriate state funds to help support and expand the number of career education programs. To date, the growth of career education in this state has been significant. The FY92 status of the programs reflects the following:

- A total of 60 state funded programs serving 368 Ohio school districts were operational during FY92.
- A total of 1,192,500 students were served in grades kindergarten through 12 during FY92.
- The number of students served represents 67.9% of Ohio's K-12 student population.

The Career Development program was expanded to 100% of Ohio's K-12 population in FY93, serving 1.7 million students.

Federal funds were to support in whole or in part the following activities:

- Implementation of Individual Career Plans, grades 9-12 and adult.
- Opportunities for career exploration activities.
- Infusion of career education concepts into subject area classes by junior- and senior-level teachers.
- Availability of comprehensive, up-to-date career planning information and classroom strategies to juniors and seniors via the Ohio Career Information System (OCIS).
- Purchase of instructional materials directly related to meeting the career development needs of students in grades 11 and 12.
- Sponsorship of staff development activities (for teachers, guidance counselors, administrators and career program personnel) related to expansion of services to grades 11, 12 and adult.
- Increased involvement of vocational education instructors in the career education process and improved communications between academic and vocational instructors.
- Support of vocational assessment (interests, aptitudes) programs for high school juniors and seniors.
- Development of additional school-community partnerships with emphasis on the career education needs of high school juniors and seniors.
- Support activity research projects which resulted in positive outcomes for students.
- Implementation of Career Passports for all vocational completers (secondary/adult).

An analysis of local expenditures under Title II, Part C, indicates that recipients voluntarily chose to invest significant portions of their federal grants in career development related expenditures. Although recipients were asked to reserve at least 6% of their grant awards for career development activities to maintain a commitment to Career Guidance/Career Education; expenditures were much greater.

1. ***Adult Postsecondary Grants***

   - A total of 30.90% of the grants dollars were used to provide career development/career guidance related activities $748,263

2. ***Secondary Grants***

   - A total of 23% of the grant dollars were used to provide career development/career guidance related activities $5,404,476

3. *Postsecondary Associate Degree Grants*

- A total of 36.69% of the grant dollars were used to provide career development/career guidance related activities $602,114

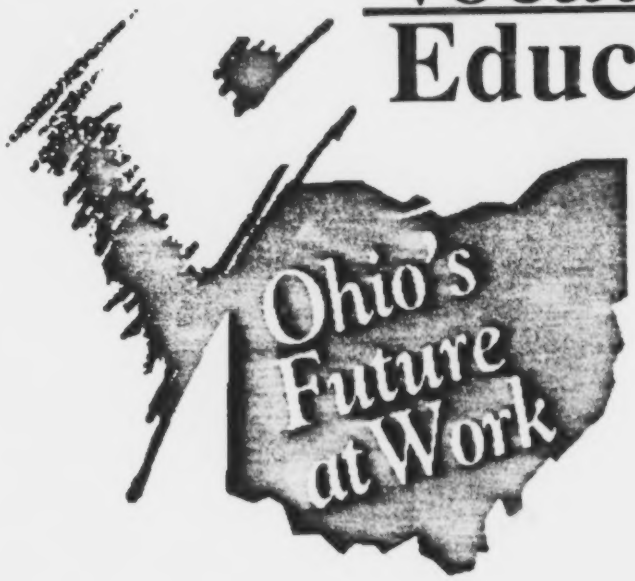
In FY92, local secondary Career Development programs concentrated their efforts to focus on the development of Individual Career Plan (IEP) for all students beginning at grade eight.

A formal assessment was conducted in one vocational education planning district in fiscal year 1992 to evaluate the ICP's affect on students career maturity. Almost 3,000 eighth grade students took a pre-test, underwent an intervention using a specific ICP program, and then took a post-test. Significant increases were found (at the .05 alpha level) in career maturity over all items assessed.

Although 50,480 Ohio students completed an Individual Career Plan (ICP) at the eighth grade level in FY92, 60 percent of Ohio eighth graders did not. To effectively implement the ICP program the estimated 536,000 students in grades 8-12 should have a current individual career plan by 1996.

At current rates of state investment for the career development program less than forty-five dollars per student is spent through their total school experience. In fiscal year 1992, Ohio averaged only one school counselor for every 584 students enrolled in grades K-12. Counselors alone cannot be expected to address the career development needs of students in Ohio's schools.

Vocational Education



Performance Analysis of The State Plan Goals for FY92

Section II

A. Mission of Vocational and Career Education in Ohio

As part of *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio,* the State Board adopted the following mission statement for Vocational and Career Education, effective July 1, 1990.

The mission of the vocational and career education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following: Occupational skills--those skills involving the technical abilities to perform required workplace tasks, including problem-solving and critical thinking; Academic skills--those core competencies necessary to prepare for and secure a career, facilitate life-long learning, and assure success in a global economy; Employability skills--those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments.

B. State Board Strategic Objectives

To restructure funding, realign resources and continue modernizing Ohio's vocational education system, the State Board of Education developed a strategic plan for education in the 1990's. The plan entitled "Preparing Our Schools for the 21st Century" was published in September, 1990. Objective 8 of the 11 objective plan sets new placement standards for vocational education, high school graduates and called for the creation of new expanded student follow-up system. The plan details the following:

"In the 1990's, the restructuring of vocational education will continue so as to reflect the needs of a dynamic workplace.

Objective #8: By 1995, eighty percent of vocational high school graduates will be employed, within six months, in a job for which they received training.

Strategy: Monitor vocational program graduate placement in related and nonrelated employment.

Action Steps:

1) Define vocational program graduate, related and nonrelated employment and education.
2) Review and revise the data collection form to reflect the new definitions.
3) Design a computer program to generate school district or building-based reports.
4) Aggregate and report data.

The new definition, new report categories, and new analyses were implemented in the local student follow-up surveys of students who completed programs in June of 1990.

The new objectives and follow-up system were also incorporated in the Statewide Core Standard and Measures of Performance required for the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L. 101-392).

The placement data reported on the following pages, therefore, differ significantly from the data reported in annual reports prior to FY91.

C. 1991 Vocational Completers: 1992 Status

Vocational education's central mission is to prepare youths and adults to enter, compete, and advance in a changing work world. One measure of vocational education's success in achieving that mission is the success of vocational completers. Follow-up statistics, therefore, have become the most common yardstick for measuring vocational education's success.

This section contains follow-up information on the vocational students that completed in June, 1991. This information reflects the status of these completers in January through March of 1992. Information about the status of all completers, special populations completers, and female completers are presented and contrasted with comparative groups in this section.

The data are reported as graphs that visually depict important trends and comparisons. The data used for the graphs are reported with each. In addition, data on all completers, secondary and postsecondary are contained on a data summary sheet at the end of each part. These summary sheets summarize and analyze each group of follow-up data in the following three ways:

- Percentage distribution of all completers by reported categories. In this analysis, the percentages are based on the comparison between the number of completers in each category and the number of completers in the category's subgroup.
- Percentage distribution of all completers by mission indicator. In this analysis, the percentages are based on the formulae outlined in The Mission Indicators. The various mission indicator percentages **cannot** be compared with one another.
- Percentage distribution of "status unknown" completers by category. In this last analysis, the percentages are based on the comparison between the number of completers in each category and the total number of "status known" completers, the total number of completers minus the status unknown completers. Percentages reported in the analysis section are not necessarily descriptive of the total population of vocational completers.

1. *The Vocational Completer*

Effective July 1, 1990, secondary vocational completers are students *who:*

- Attain occupationally specific skills sufficient for employment in a cluster of specific occupations; and
- complete at least 450 hours of instruction in an approved vocationally occupationally specific program; and
- are no longer enrolled in school.

Effective July 1, 1990, postsecondary vocational completers are students who:

- Attain occupationally specific skills sufficient for employment in the area relating to occupational area of study; **or**
- complete a full-time adult vocational occupationally specific program or a technical education associate degree program.

Those students meeting these criteria are included in the data contained in this section. Those students who participate in vocational education programs, but do not meet the completer criteria are either transfers; those students that are continuing their educational experience in another program, or leavers; students who have left the school system.

Vocational completers are further subdivided into special populations and gender. The following definitions determine how students are assigned to each special population:

- "Disabled" students are individuals who are deaf; hard-of-hearing; mentally retarded; orthopedically impaired; limited in strength, vitality, or alertness due to chronic or acute health problems; seriously emotionally disturbed; speech or language impaired; and/or visually disabled; and/or who have a specific learning disability.

- "Disadvantaged" students are individuals (other than disabled individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in vocational education

programs. These students include individuals who are members of economically disadvantaged families, migrants, individuals of limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from schools.

2. *The New Ohio Follow-up Process*

All vocational completers participate in a follow-up survey during January through March of the year following completion of a vocational program. Individual completers are contacted by one of three methods; a written survey, a personal contact, or a telephone call. The contacts are made by each school district with vocational completers. The resulting individual survey information is then summarized by each school district by funded classroom unit. The school district, in turn, submits the completer data to the Ohio Department of Education, Division of Vocational and Career Education. The division's vocational management information staff further compiles the individual school district data into state aggregate reports.

School districts report their follow-up information by funded classroom unit and in the following categories:

1) Entered military
2) Employed related and pursuing related education
3) Employed related and pursuing non-related education
4) Employed related and not pursuing additional education
5) Employed non-related and pursuing related education
6) Employed non-related and pursuing non-related education
7) Employed non-related and not pursuing additional education
8) Not working and pursuing related education
9) Not working and pursuing non-related education
10) Not working, but actively seeking employment
11) Not in the labor force
12) Status Unknown

The follow-up process successfully contacts a high percentage of Ohio's vocational completers.

The integrity of the follow-up system is maintained by state staff. During routine evaluations, random on-site checks, and through selected visits, the follow-up data reported by individual school districts are checked. Those programs with especially low results are targeted for analysis.

Every effort is made to maintain consistency in reporting. A procedure guide is supplied with each set of follow-up forms provided to school districts. Follow-up reporting procedures are discussed at annual Local Education Area Planning (LEAP) meetings. Groups closely involved in the follow-up process (e.g., job placement personnel) are provided opportunities to discuss the follow-up process at regular update meetings.

3. *The New Mission Indicators*

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 required each state to establish a set of statewide core standards and measures of performance to determine vocational education program quality and to determine areas needing improvement. Follow-up performance measures are a significant component of Ohio's

comprehensive performance measures system. The placement goals identified here relate to the indicators in effect during FY91. There are 6 mission indicators related to vocational completer follow-up status. They are:

- At least 60% of completers available for civilian employment are employed in occupations related to their training.

Formula: (2+3+4)÷(2+3+4+5+6+7+10)(numbers refer to the categories used for reporting data listed in the previous part, *The New Ohio Follow-up Process*)

- The employment rate of completers available for civilian employment is equal to or exceeds 84%.

Formula: (2+3+4+5+6+7)÷(2+3+4+5+6+7+10)

- At least 90% of total completers are reported in categories other than status unknown.

Formula: (1+2+3+4+5+6+7+8+9+10+11)÷(1+2+3+4+5+6+7+8+9+10+11+12)

- At least 60% of completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

Formula: (2+3+5+8)÷(2+3+5+6+8+9)

- Of the students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

Formula: (1+2+3+4+5+6+7)÷(1+2+3+4+5+6+7+10)

- Overall, at least 85% of the total completers are employed in the civilian labor force, continuing their education, or are employed in the military.

Formula: (1+2+3+4+5+6+7+8+9)÷(1+2+3+4+5+6+7+8+9+10+11+12)

Prior to follow-up changes in July 1990, there were only two mission indicators used. They were 1) related civilian employment, and 2) civilian employment. The mission indicators added in the 1991 follow-up more accurately reflect the desired results of vocational education to provide expanded opportunities to program completers. Although vocational completers entering civilian employment are a primary concern of vocational education, entrance into the military or pursuing additional education are also examples of success.

The change in reporting procedures in the 1991 follow-up process caused changes in the overall trends of various figures reported in this document. Most notable is the change in the percent of vocational completers pursuing additional education, but not working. Historically, school districts had to identify a student as either working **or** pursuing additional education because the categories were mutually exclusive. Many opted to report students as pursuing additional education, even though they were working as well. The 1991 reporting procedures permit a vocational completer to be identified as both working **and** pursuing additional education. Subsequently fewer vocational completers were identified as pursuing additional education **only**. The percentage of completers reported as continuing their education; however, increased significantly.

Secondary Completers

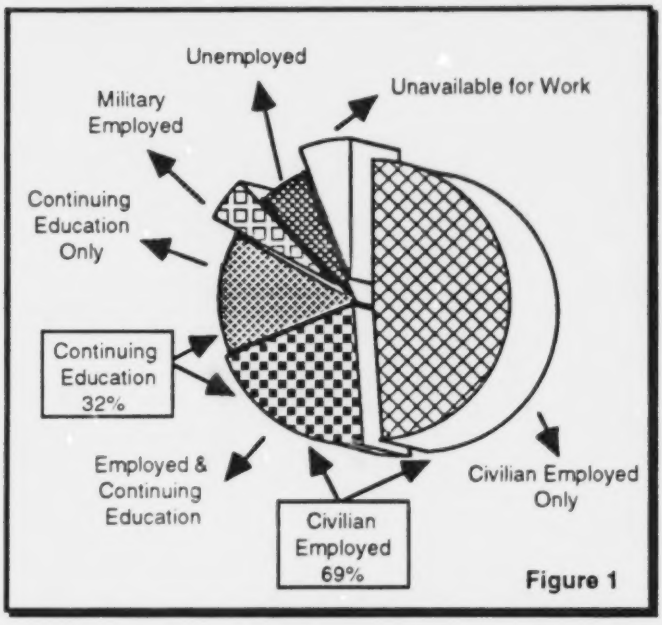


Figure 1

"Status Known" Secondary Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 1	%
Civilian Employed Only	49%
Employed & Continuing Educ.	20%
Continuing Education Only	14%
Military Employed	5%
Unemployed	6%
Unavailable for Work	6%

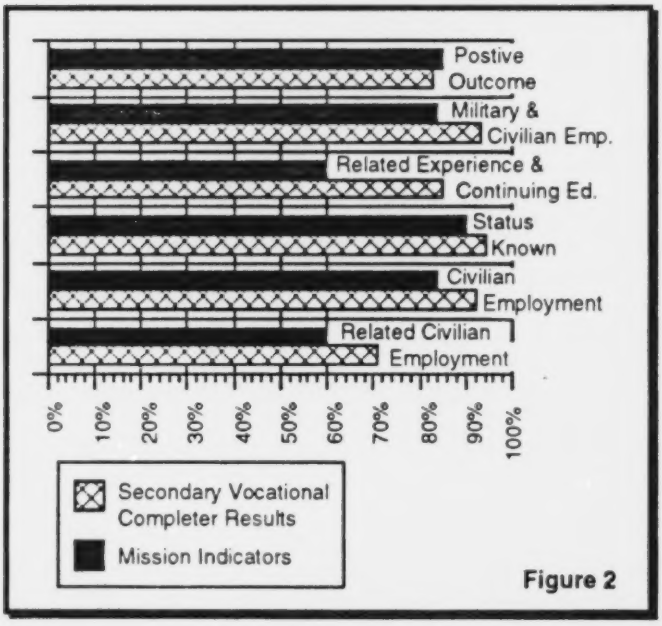


Figure 2

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results

These figures compare the actual status of 1991 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 2	
Related Civilian Employment	
Sec. Voc. Completer Results	*71%*
Mission Indicators	*60%*
Civilian Employment	
Sec. Voc. Completer Results	*92%*
Mission Indicators	*84%*
Status Known	
Sec. Voc. Completer Results	*94%*
Mission Indicators	*90%*
Related Experience & Continuing Education	
Sec. Voc. Completer Results	*85%*
Mission Indicators	*60%*
Military & Civilian Employment	
Sec. Voc. Completer Results	*93%*
Mission Indicators	*84%*
Positive Outcome	
Sec. Voc. Completer Results	*83%*
Mission Indicators	*85%*

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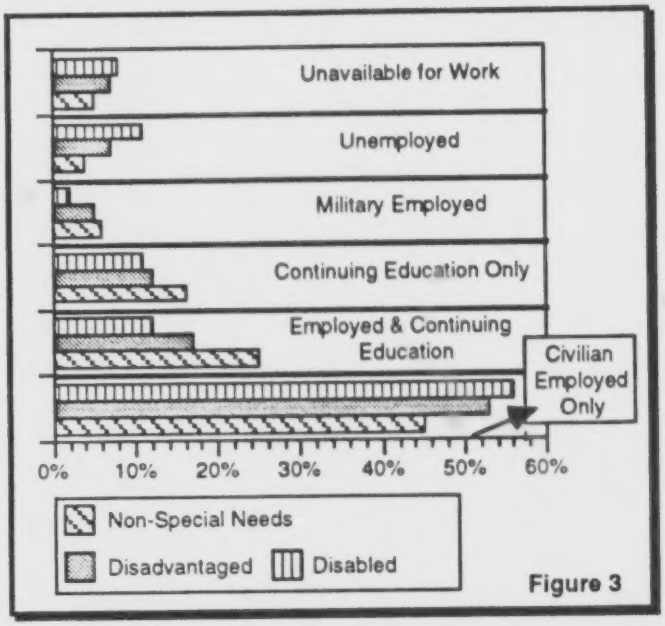

Figure 3

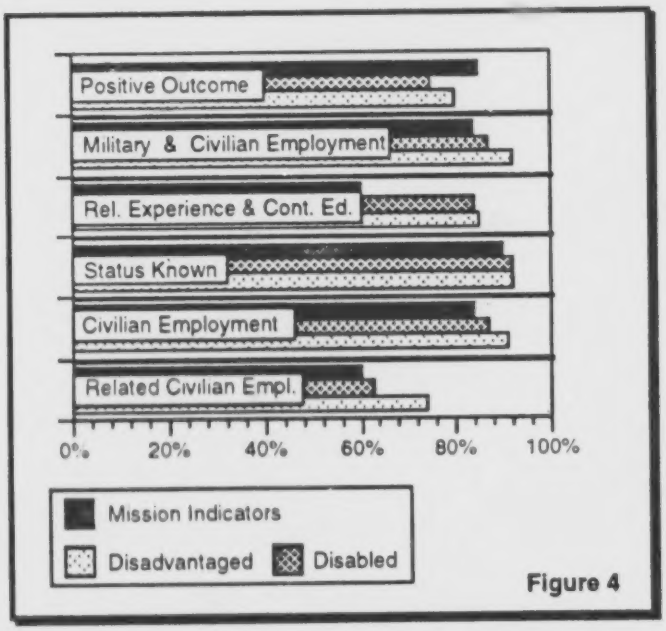

Figure 4

Comparison of Ohio Mission Indicators and Special Population Secondary Vocational Completer Results

These figures compare the actual status of 1991 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

"Status Known" Special Population Vocational Completers Status

These figures represent all vocational completers except those whose status was unknown.

Figure 3	
Civilian Employed Only	
Non-special Needs	*45%*
Disadvantaged	*53%*
Disabled	*56%*
Employed & Continuing Education	
Non-special Needs	*25%*
Disadvantaged	*17%*
Disabled	*12%*
Continuing Education Only	
Non-special Needs	*16%*
Disadvantaged	*12%*
Disabled	*11%*
Military Employed	
Non-special Needs	*6%*
Disadvantaged	*5%*
Disabled	*2%*
Unemployed	
Non-special Needs	*4%*
Disadvantaged	*7%*
Disabled	*11%*
Unavailable for Work	
Non-special Needs	*5%*
Disadvantaged	*7%*
Disabled	*8%*

Figure 4	
Related Civilian Employment	
Disadvantaged	*74%*
Disabled	*63%*
Mission Indicators	*60%*
Civilian Employment	
Disadvantaged	*91%*
Disabled	*87%*
Mission Indicators	*84%*
Status Known	
Disadvantaged	*92%*
Disabled	*92%*
Mission Indicators	*90%*
Related Experience & Continuing Education	
Disadvantaged	*85%*
Disabled	*84%*
Mission Indicators	*60%*
Military & Civilian Employment	
Disadvantaged	*92%*
Disabled	*87%*
Mission Indicators	*84%*
Positive Outcome	
Disadvantaged	*80%*
Disabled	*75%*
Mission Indicators	*85%*

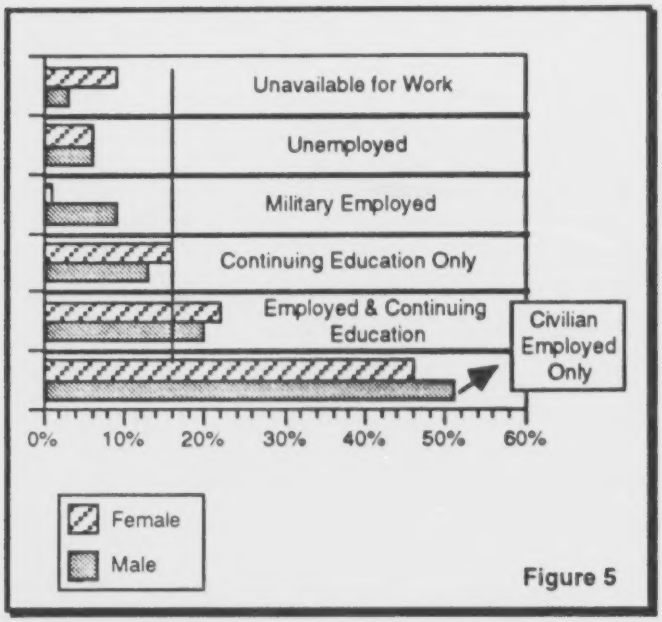

Figure 5

"Status Known" Secondary Vocational Completers by Status and by Gender

These figures represent all vocational completers except those whose status was unknown.

Figure 5	
Civilian Employed Only	
Male	*51%*
Female	*46%*
Employed & Continuing Education	
Male	*20%*
Female	*22%*
Continuing Education Only	
Male	*13%*
Female	*16%*
Military Employed	
Male	*9%*
Female	*1%*
Unemployed	
Male	*6%*
Female	*6%*
Unavailable for Work	
Male	*3%*
Female	*9%*

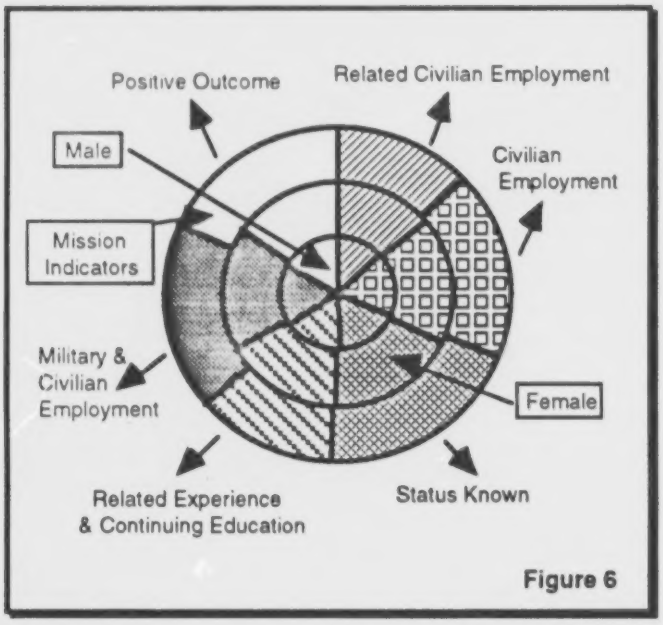

Figure 6

Figure 6	
Related Civilian Employment	
Male	*70%*
Female	*72%*
Mission Indicators	*60%*
Civilian Employment	
Male	*93%*
Female	*92%*
Mission Indicators	*84%*
Status Known	
Male	*94%*
Female	*94%*
Mission Indicators	*90%*
Related Experience & Continuing Education	
Male	*85%*
Female	*85%*
Mission Indicators	*60%*
Military & Civilian Employment	
Male	*94%*
Female	*92%*
Mission Indicators	*84%*
Positive Outcome	
Male	*86%*
Female	*79%*
Mission Indicators	*85%*

Comparison of Ohio Mission Indicators and Secondary Vocational Completer Results by Gender

These figures compare the actual status of 1991 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Follow-up of Ohio Secondary Vocational Program Completers 1987-1991
All Vocational Completers

		Number					Percent				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
1	*Total	43,312	42,440	41,761	38,465	36,742	100.0%	100.0%	100.0%	100.0%	100.0%
2	**Civilian labor force**	28,900	28,508	27,888	27,537	25,893	66.7%	67.2%	66.8%	71.6%	70.5%
3	Employed related	22,160	22,066	21,641	20,435	18,441	76.7%	77.4%	77.6%	74.2%	71.2%
4	*and continuing education related*	*n/a*	*n/a*	*n/a*	*4,794*	*4,377*	*n/a*	*n/a*	*n/a*	*23.5%*	*23.7%*
5	*and continuing education, nonrelated*	*n/a*	*n/a*	*n/a*	*1,117*	*1,076*	*n/a*	*n/a*	*n/a*	*5.5%*	*5.8%*
6	*and not continuing education*	*n/a*	*n/a*	*n/a*	*14,524*	*12,988*	*n/a*	*n/a*	*n/a*	*71.1%*	*70.4%*
7	Employed nonrelated	4,929	4,898	4,725	5,383	5,448	17.1%	17.2%	16.9%	19.5%	21.0%
8	*and continuing education related*	*n/a*	*n/a*	*n/a*	*902*	*942*	*n/a*	*n/a*	*n/a*	*16.8%*	*17.3%*
9	*and continuing education, nonrelated*	*n/a*	*n/a*	*n/a*	*622*	*688*	*n/a*	*n/a*	*n/a*	*11.6%*	*12.6%*
10	*and not continuing education*	*n/a*	*n/a*	*n/a*	*3,859*	*3,818*	*n/a*	*n/a*	*n/a*	*71.7%*	*70.1%*
11	Unemployed, but seeking	1,811	1,544	1,521	1,719	2,004	6.3%	5.4%	5.5%	6.2%	7.7%
12	**Not in the civilian labor force**	14,412	13,932	13,873	10,928	10,849	33.3%	32.8%	33.2%	28.4%	29.5%
13	Employed, military	2,844	2,652	2,554	2,151	1,787	19.7%	19.0%	18.4%	19.7%	16.5%
14	Continuing education, but not employed	6,608	6,385	6,596	4,483	4,821	45.9%	45.8%	47.5%	41.0%	44.4%
15	*in a related field*	*n/a*	*n/a*	*n/a*	*3,535*	*3,732*	*n/a*	*n/a*	*n/a*	*78.9%*	*77.4%*
16	*in a nonrelated field*	*n/a*	*n/a*	*n/a*	*948*	*1,089*	*n/a*	*n/a*	*n/a*	*21.1%*	*22.6%*
17	Not in the labor force	1,751	1,700	1,870	1,856	1,983	12.1%	12.2%	13.5%	17.0%	18.3%
18	Status unknown	3,209	3,195	2,853	2,438	2,258	22.3%	22.9%	20.6%	22.3%	20.8%
							Percent of Comparison Population				
19	**Mission Indicators**										
20	Primary Indicators										
21	Related Civilian Employment (≥60%)	22,160	22,066	21,641	20,435	18,441	76.7%	77.4%	77.6%	74.2%	71.2%
22	Civilian Employment (≥84%)	27,089	26,964	26,367	25,818	23,889	93.7%	94.6%	94.5%	93.8%	92.3%
23	** *General Youth Employment Rate*						*80.9%*	*81.2%*	*82.9%*	*84.5%*	*81.9%*
24	Status Known (≥90%)	40,103	39,245	38,908	36,027	34,484	92.6%	92.5%	93.2%	93.7%	93.9%
25	Secondary Indicators										
26	Related Experience & Continuing Education (≥60%)	n/a	n/a	n/a	10,348	10,127	n/a	n/a	n/a	86.8%	85.1%
27	Military & Civilian Employment (≥84%)	29,933	29,616	28,921	27,969	25,676	94.3%	95.0%	95.0%	94.2%	92.8%
28	Positive Outcome (≥85%)	36,541	36,001	35,517	32,452	30,497	84.4%	84.8%	85.0%	84.4%	83.0%
							Percent of Status Known Completers				
29	**Analysis of Status Known Completers**										
30	Civilian Employed Only	n/a	n/a	n/a	18,383	16,806	n/a	n/a	n/a	51.0%	48.7%
31	Continuing Education Only	6,608	6,385	6,596	4,483	4,821	16.5%	16.3%	17.0%	12.4%	14.0%
32	Employed & Continuing Education	n/a	n/a	n/a	7,435	7,083	n/a	n/a	n/a	20.6%	20.5%
33	Military Employed	2,844	2,652	2,554	2,151	1,787	7.1%	6.8%	6.6%	6.0%	5.2%
34	Civilian Unemployed	1,811	1,544	1,521	1,719	2,004	4.5%	3.9%	3.9%	4.8%	5.8%
35	Not in the labor force	1,751	1,700	1,870	1,856	1,983	4.4%	4.3%	4.8%	5.2%	5.8%
36	Employed Total	29,933	29,616	28,921	27,969	25,676	74.6%	75.5%	74.3%	77.8%	74.5%
37	Continuing Education Total	n/a	n/a	n/a	11,918	11,904	n/a	n/a	n/a	33.1%	34.5%

*FY 1991 DTR Report VE23S Exec Secondary Completers

** Ohio Bureau of Employment Services, Labor Market Information Division

Oct-92

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Postsecondary Completers

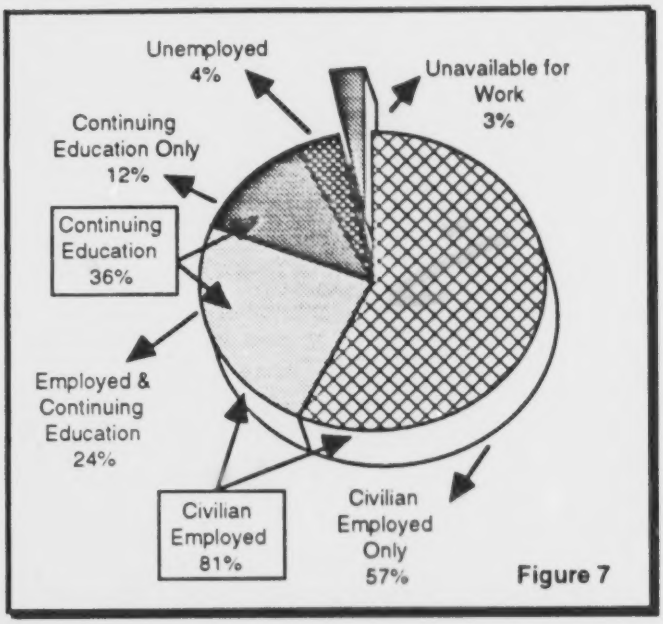


Figure 7

"Status Known" Postsecondary Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 7	Percent
Civilian Employed Only	57%
Employed & Continuing Educ.	24%
Continuing Education Only	12%
Military Employed	0%
Unemployed	4%
Unavailable for Work	3%

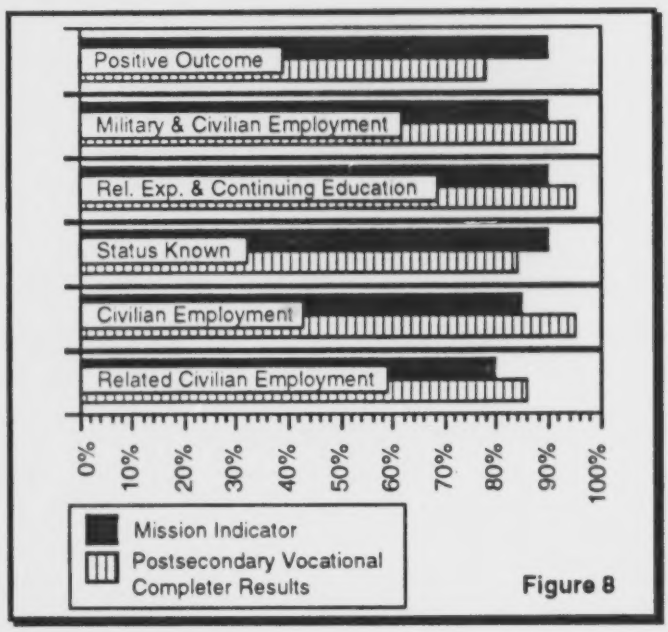


Figure 8

Comparison of Ohio Mission Indicators and Postsecondary Vocational Completer Results

These figures compare the actual status of 1991 postsecondary vocational completers (both full-time and associate degree) with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Figure 8	
Related Civilian Employment	
Postsec. Voc. Completer Results	*86%*
Mission Indicators	*80%*
Civilian Employment	
Postsec. Voc. Completer Results	*95%*
Mission Indicators	*85%*
Status Known	
Postsec. Voc. Completer Results	*84%*
Mission Indicators	*90%*
Related Experience & Continuing Education	
Postsec. Voc. Completer Results	*95%*
Mission Indicators	*90%*
Military & Civilian Employment	
Postsec. Voc. Completer Results	*95%*
Mission Indicators	*90%*
Positive Outcome	
Postsec. Voc. Completer Results	*78%*
Mission Indicators	*90%*

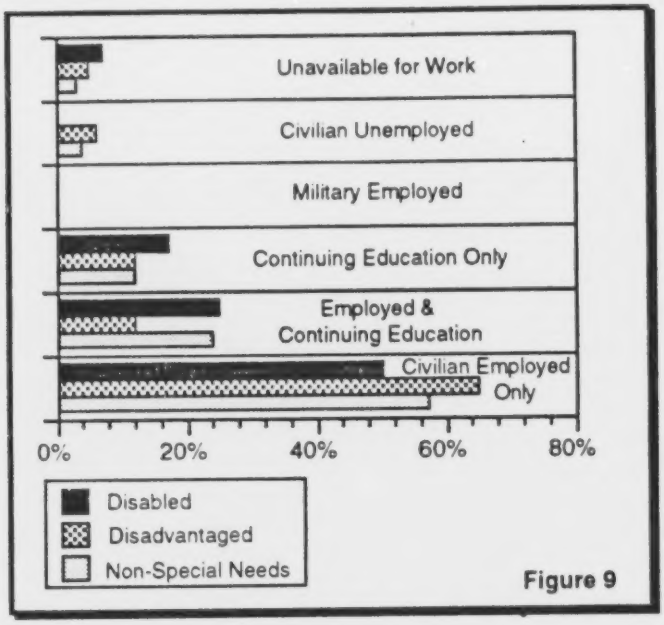


Figure 9

"Status Known" Special Population Postsecondary Vocational Completers by Status

These figures represent all vocational completers except those whose status was unknown.

Figure 9	
Civilian Employed Only	
Non-Special Needs	*57%*
Disadvantaged	*65%*
Disabled	*50%*
Employed & Continuing Education	
Non-Special Needs	*24%*
Disadvantaged	*12%*
Disabled	*25%*
Continuing Education Only	
Non-Special Needs	*12%*
Disadvantaged	*12%*
Disabled	*17%*
Military Employed	
Non-Special Needs	*0%*
Disadvantaged	*0%*
Disabled	*0%*
Civilian Unemployed	
Non-Special Needs	*4%*
Disadvantaged	*6%*
Disabled	*0%*
Unavailable for Work	
Non-Special Needs	*3%*
Disadvantaged	*5%*
Disabled	*7%*

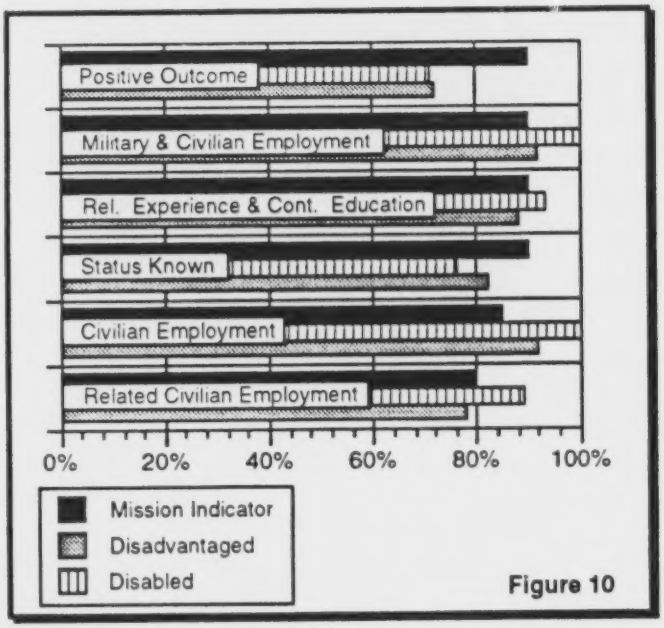


Figure 10

Figure 10	
Related Civilian Employment	
Disadvantaged	*78%*
Disabled	*89%*
Mission Indicator	*80%*
Civilian Employment	
Disadvantaged	*92%*
Disabled	*100%*
Mission Indicator	*85%*
Status Known	
Disadvantaged	*82%*
Disabled	*76%*
Mission Indicator	*90%*
Related Experience & Continuing Education	
Disadvantaged	*88%*
Disabled	*93%*
Mission Indicator	*90%*
Military & Civilian Employment	
Disadvantaged	*92%*
Disabled	*100%*
Mission Indicator	*90%*
Positive Outcome	
Disadvantaged	*72%*
Disabled	*71%*
Mission Indicator	*90%*

Comparison of Ohio Mission Indicators and Special Population Postsecondary Vocational Completer Results

These figures compare the actual status of 1991 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

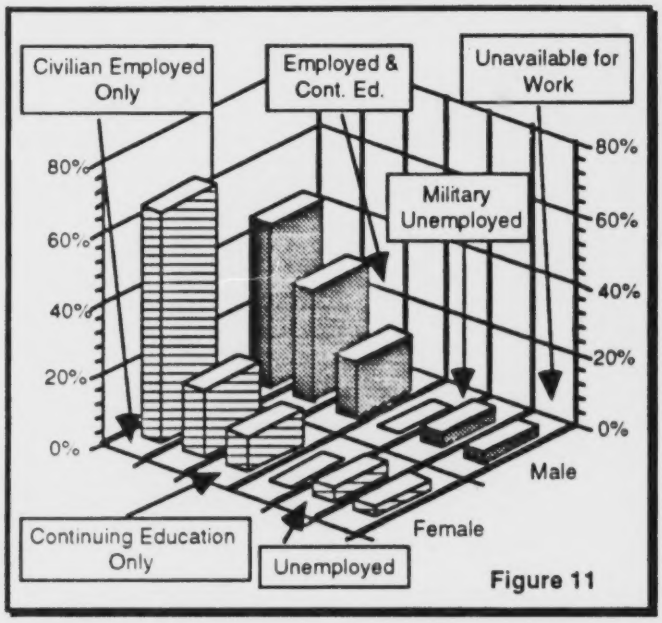


Figure 11

"Status Known" Postsecondary Vocational Completers by Status and Gender

These figures represent all vocational completers except those whose status was unknown.

Figure 11	
Civilian Employed Only	
Male	*46%*
Female	*65%*
Employed & Continuing Education	
Male	*32%*
Female	*19%*
Continuing Education Only	
Male	*16%*
Female	*10%*
Military Employed	
Male	*0%*
Female	*0%*
Unemployed	
Male	*4%*
Female	*4%*
Unavailable for Work	
Male	*3%*
Female	*3%*

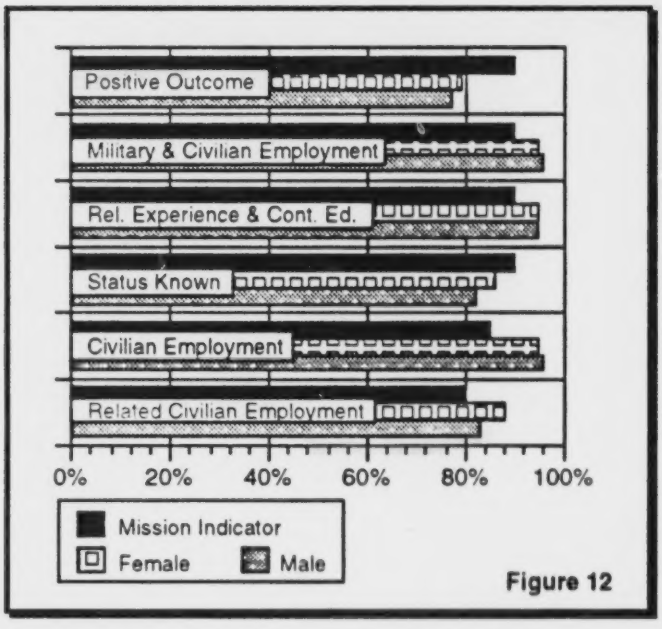


Figure 12

Figure 12	
Related Civilian Employment	
Male	*83%*
Female	*88%*
Mission Indicator	*80%*
Civilian Employment	
Male	*96%*
Female	*95%*
Mission Indicator	*85%*
Status Known	
Male	*82%*
Female	*86%*
Mission Indicator	*90%*
Related Experience & Continuing Education	
Male	*95%*
Female	*95%*
Mission Indicator	*90%*
Military & Civilian Employment	
Male	*96%*
Female	*95%*
Mission Indicator	*90%*
Positive Outcome	
Male	*77%*
Female	*79%*
Mission Indicator	*90%*

Comparison of Ohio Mission Indicators and Postsecondary Vocational Completer Results by Gender

These figures compare the actual status of 1991 vocational completers with the statewide mission indicators. An explanation of how each mission indicator is calculated can be found in the introduction of this section.

Follow-up of Ohio Postsecondary Vocational Program Completers 1987-1991
All Vocational Completers

		Number					Percent				
		1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
1	*Total	21,872	27,478	24,249	14,460	16,236	100.0%	100.0%	100.0%	100.0%	100.0%
2	Civilian labor force	17,258	23,456	20,176	11,101	11,609	78.9%	85.4%	83.2%	76.8%	71.5%
3	Employed related	15,672	21,932	18,488	9,808	9,955	90.8%	93.5%	91.6%	88.4%	85.8%
4	*and continuing education related*	*n/a*	*n/a*	*n/a*	*2,136*	*2,689*	*n/a*	*n/a*	*n/a*	*21.8%*	*27.0%*
5	*and continuing education, nonrelated*	*n/a*	*n/a*	*n/a*	*387*	*255*	*n/a*	*n/a*	*n/a*	*3.9%*	*2.6%*
6	*and not continuing education*	*n/a*	*n/a*	*n/a*	*7,285*	*7,011*	*n/a*	*n/a*	*n/a*	*74.3%*	*70.4%*
7	Employed nonrelated	1,200	1,191	1,333	904	1,104	7.0%	5.1%	6.6%	8.1%	9.5%
8	*and continuing education related*	*n/a*	*n/a*	*n/a*	*171*	*207*	*n/a*	*n/a*	*n/a*	*18.9%*	*18.8%*
9	*and continuing education, nonrelated*	*n/a*	*n/a*	*n/a*	*89*	*117*	*n/a*	*n/a*	*n/a*	*9.8%*	*10.6%*
10	*and not continuing education*	*n/a*	*n/a*	*n/a*	*644*	*780*	*n/a*	*n/a*	*n/a*	*71.2%*	*70.7%*
11	Unemployed, but seeking	386	333	355	389	550	2.2%	1.4%	1.8%	3.5%	4.7%
12	Not in the civilian labor force	4,614	4,022	4,073	3,359	4,627	21.1%	14.6%	16.8%	23.2%	28.5%
13	Employed, military	46	18	28	16	14	1.0%	0.4%	0.7%	0.5%	0.3%
14	Continuing education, but not employed	1,303	1,411	1,056	824	1,637	28.2%	35.1%	25.9%	24.5%	35.4%
15	*in a related field*	*n/a*	*n/a*	*n/a*	*685*	*1,487*	*n/a*	*n/a*	*n/a*	*83.1%*	*90.8%*
16	*in a nonrelated field*	*n/a*	*n/a*	*n/a*	*139*	*150*	*n/a*	*n/a*	*n/a*	*16.9%*	*9.2%*
17	Not in the labor force	453	392	549	385	404	9.8%	9.7%	13.5%	11.5%	8.7%
18	Status unknown	2,812	2,201	2,440	2,134	2,572	60.9%	54.7%	59.9%	63.5%	55.6%
19	**Mission Indicators**						Percent of Comparison Population				
20	Primary Indicators										
21	Related Civilian Employment (≥60%)	15,672	21,932	18,488	9,808	9,955	90.8%	93.5%	91.6%	88.4%	85.8%
22	Civilian Employment (≥84%)	16,872	23,123	19,821	10,712	11,059	97.8%	98.6%	98.2%	96.5%	95.3%
23	** *General Employment Rate*						*93.0%*	*94.0%*	*94.5%*	*94.3%*	*93.6%*
24	Status Known (≥90%)	19,060	25,277	21,809	12,326	13,664	87.1%	92.0%	89.9%	85.2%	84.2%
25	Secondary Indicators										
26	Related Experience & Continuing Education (≥60%)	n/a	n/a	n/a	3,379	4,638	n/a	n/a	n/a	93.7%	94.6%
27	Military & Civilian Employment (≥84%)	16,918	23,141	19,849	10,728	11,073	97.8%	98.6%	98.2%	96.5%	95.3%
28	Positive Outcome (≥85%)	18,221	24,552	20,905	11,552	12,710	83.3%	89.4%	86.2%	79.9%	78.3%
29	**Analysis of Status Known Completers**						Percent of Status Known Completers				
30	Civilian Employed Only	n/a	n/a	n/a	7,929	7,791	n/a	n/a	n/a	64.3%	57.0%
31	Continuing Education Only	1,303	1,411	1,056	824	1,637	6.8%	5.6%	4.8%	6.7%	12.0%
32	Employed & Continuing Education	n/a	n/a	n/a	2,783	3,268	n/a	n/a	n/a	22.6%	23.9%
33	Military Employed	46	18	28	16	14	0.2%	0.1%	0.1%	0.1%	0.1%
34	Civilian Unemployed	386	333	355	389	550	2.0%	1.3%	1.6%	3.2%	4.0%
35	Not in the labor force	453	392	549	385	404	2.4%	1.6%	2.5%	3.1%	3.0%
36	Employed Total	16,918	23,141	19,849	10,728	11,073	88.8%	91.5%	91.0%	87.0%	81.0%
37	Continuing Education Total	n/a	n/a	n/a	3,607	4,905	n/a	n/a	n/a	29.3%	35.9%

*FY 1991 DTR Report VE23S Exec Postsecondary Completers ** Ohio Bureau of Employment Services, Labor Market Information Division Oct-92

D. Long Term Follow-up of Vocational Completers

Ohio's short term follow-up statistics are complemented by the long term follow-up statistics provided by the 1979 *Vocational Education Graduates in 1986 A Longitudinal Study Based on Federal Income Tax Data* by I.A. Ghazalah, Professor of Economics, Ohio University. This study is a longitudinal study of 1979 vocational completers. This study further documents the success of vocational completers.

The study uses an original source of information--federal income tax records. The data were provided in batch form by the Internal Revenue Service from its Information Returns Processing File in full compliance with the strict requirements regarding disclosure of personal information.

This study examines the performance over time of 15,055 graduates in 1979 of fourteen vocational programs. Twelve of the programs with 13,109 graduates were at the secondary level and two with 1,946 graduates at the associate (second year college) level. This is the fourth year of this longitudinal study where the performance of the 1979 graduates in 1986 was analyzed and compared to that measured in 1985, 1984, and 1983.

The incomes of vocational graduates were compared to those in the general population at the same age, educational achievement and geographical location. Data on the equivalent groups in the general population were based on Bureau of the Census, Current Population Survey, Technical Documentation Tape prepared by Data User Services Division, and Per Capita Income Estimates for Counties and Incorporated Places.

Table 1 shows the ratio of the average income of vocational graduates to the average income of the equivalent group for the 1979 graduates during 1986, 1985, 1984, and 1983.

Table 3

Ratio of Mean Income of Vocational Graduates to Mean Income of Equivalent Group in the General Population

	1979 Graduates in 1983	1979 Graduates in 1984	1979 Graduates in 1985	1979 Graduates in 1986
Secondary Programs				
Agriculture Production and Horticulture	1.16	1.28	1.24	1.38
Marketing Education	1.16	1.34	1.35	1.45
Health Occupations Education	1.49	1.60	1.63	1.66
Home Economics Education	1.15	1.42	1.48	1.62
Accounting, Computing, and Business Data Processing	1.45	1.53	1.57	1.67
General Office Clerk, Stenographic Secretarial, & Related Occupations	1.67	1.82	1.87	1.90
Auto Mechanics	1.21	1.35	1.33	1.35
Carpentry	1.18	1.34	1.39	1.38
Electronics	1.30	1.42	1.47	1.48
Machine Shop	1.33	1.56	1.53	1.55
Cosmetology	1.35	1.50	1.49	1.50
Occupational Work Experience	1.07	1.27	1.16	1.20
Associate Degree Programs				
Health Occupations Education	1.68	1.53	1.64	1.73
Technical Education	1.16	1.12	1.15	1.23

The results of the study indicate predominantly higher incomes of vocational graduates than others in the general population who are of the same age and years of schooling in the general

population. The result varies by vocational program, but the ratios are higher than 1.00 for the 1979 graduates in all programs for all years of the study 1983, 1984, 1985, and 1986.

The study of four successive years of the 1979 graduates has shown a general widening of the margin in 1986 compared to 1985, 1984 and 1983, between their incomes and the incomes of the comparable group in the general population. In eleven out of the twelve secondary programs, the ratios were higher in 1986 than in 1985. In all of the twelve programs, the ratios in 1986, 1985 and 1984 were higher than in 1983. For the 1979 graduates of the two associate programs studied, the ratios in 1986 were higher than the 1985, 1984, and 1983 ratios.

The study of four successive years of the 1979 graduates has shown a general widening (not a narrowing) of the marginal between incomes of vocational graduates and the equivalent group in the general population. As this longitudinal study follows up the same group in successive years, a reconsideration of conventional assumptions about the duration of vocational education benefits may be in order.

The short term and long term follow-up statistics indicate that vocational graduates have a head start in the labor force and that advantage continues over time.

E. State Plan Objective Progress Report

State Plan Objectives for the period July 1, 1991 through June 30, 1994 were developed after an extensive review of the Action Plan for Accelerating the Modernization of Vocational Education in Ohio, state assessment data, an analysis of Ohio's projected labor market needs, the proposed components of the Ohio Educational Management Information System (EMIS), and the tentative statewide core standards for secondary and full-time adult education programs. The twenty-five state plan goals, therefore, synthesized key components of the above efforts. Statewide core standards must address state and federal legislative mandates, the needs of the Ohio economy, and include measurable objectives. The twenty-five state plan objectives include the integration of academic and vocational instruction, statewide enrollment goals, and placement objectives which will aggregate the data report for each individual vocational education program.

The target date of completion for each goal is the 1993-1994 school year (FY94). This annual state performance report to the U.S. Department of Education identifies the annual progress made toward the twenty-five objectives during the period July 1, 1991 through June 30, 1992.

The objectives and status report for each objective are listed below.

Integration of Academic and Vocational Instruction Objectives

1) By FY94, 60% of all eligible in-school vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communication. The percentage of correlated academic integration in in-school programs will be measured by dividing secondary in-school occupationally specific units that include unit funded correlated academic classes by the total number of in-school occupationally specific programs. The percentage of programs meeting this goal have previously increased from 0% in FY86 to 31% in FY91.

The percentage of eligible in-school occupationally specific programs including at least one correlated academic class component increased from 31% in FY91 to 45.2% in FY92.

The levels of integration by program area listed in descending order are as follows:

Agricultural Education	57.6%
Trade & Industrial Education	47.1%
Health Occupations Education	45.0%
Business Education	41.2%
Home Economics Education	40.2%
Marketing Education	29.3%

The results indicate that Ohio is making excellent progress toward meeting this objective.

2) By FY94, 20% of all eligible cooperative vocational education occupationally specific programs will include correlated academic instruction in mathematics, science, and/or communications. The percentage of correlated academic integration in cooperative education programs will be measured by dividing secondary cooperative occupationally specific programs which include unit funded correlated academic classes by the total number of cooperative occupationally specific programs. The option to include correlated academic instruction in the approval of cooperative education programs was not available prior to FY92.

FY92 was the first year that cooperative vocational education occupationally specific programs were given the opportunity to receive funding for correlated academic instruction in mathematics, science, and/or communications. The levels of initial integration by program area listed in descending order are as follows:

Health Occupations Education	10.6%
Business Education	4.4%
Agricultural Education	4.3%
Marketing Education	4.2%
Home Economics Education	4.1%
Trade & Industrial Education	2.0%

The results indicate that Ohio has made some progress toward meeting this objective in the initial year of implementation. No significant differences between program areas were apparent.

3) By FY94, 60% of all Occupational Work Adjustment (OWA) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWA teacher under a standard academic certificate or an approved OWA academic endorsement as an integral part of the program.

By program design all OWA students continue to participate in regular academic classes at least 33% of the school day. The OWA program also usually includes academic instruction as part of the program. In FY92, a total of 10,612 students were enrolled in Occupational Work Adjustment programs. Data from the new Education Management Information System indicate that the following percentage of OWA students also were enrolled in funded academic classes taught by OWA teachers who were appropriately certificated in that academic subject area.

Subject Area	OWA Students	%
English/Language Arts	2,653	25.0%
Mathematics	3,376	31.8%
Social Studies	1,269	12.0%
Science	609	5.7%

OWA teachers are encouraged to pursue teacher education coursework necessary to attain the OWA academic certification endorsements which will make them eligible to teach at least one of the four subject areas listed above. The data suggests that the strategy should be encouraged and/or mandated to a greater extent to achieve the state objectives for FY94.

4) By FY94, 50% of all Occupational Work Experience (OWE) programs will provide academic instruction in mathematics, English/language arts, reading, general science, and/or social studies taught by the OWE teacher under a standard academic certificate or an approved OWE academic endorsement as an integral part of the program.

All OWE programs are encouraged to offer at least one academic course taught by the OWE teacher as an integral part of the program. OWE teachers are encouraged to pursue the coursework necessary to attain OWE academic certification endorsement which will make them eligible to teach academic courses to their OWE students. In FY92, a total of 12,802 students were enrolled in OWE.

Data for the new Education Management Information System indicate that the following percentage of students were enrolled in funded academic classes taught by the OWE teachers who were appropriately certificated in that subject area.

Subject Area	OWE Students	%
English/Language Arts	2,136	16.7%
Mathematics	820	6.4%
Social Studies	2,252	17.6%
Science	247	1.9%

The data suggests that OWE academic endorsement should be encouraged and/or mandated for all new or experienced OWE teachers if this objective is to be reached by FY94.

Data regarding the specific number of academic courses taught to OWE students was not available in FY92, but should be available for FY93.

Enrollment Objectives

Secondary Education

5) By FY94, annual statewide aggregation of local enrollments will indicate that 45% of all 11th and 12th graders are enrolled in secondary vocational education occupationally specific programs, and Occupational Work Experience (OWE) programs.

Closing FY92 enrollment data in the initial year of EMIS implementation indicate that 71,464, 11th and 12th grade students were enrolled in secondary vocational education occupationally specific programs and OWE programs. The FY92 enrollments represent 30.76% of the 232,323 students enrolled in the 11th and 12th grade during FY92. The calculated percentage of 30.76% is significantly below previous year enrollments and may be the result of definitional distinctions including grade levels of students, the failure of several districts to report all students enrolled during the course of the school year, lack of standardized software, a less than perfect computer network, an actual drop in vocational student enrollment, or a combination of these factors.

The above factors will be reviewed during FY93. Furthermore, FY93 and FY92 enrollments must be calculated and reviewed before development of progress measurement can be made. It is also important to note that OWE programs have begun an increased focus on serving students below grade 11. In FY92, 4,375 or 34.2% of all OWE students were below grade 11.

6) By FY94, annual statewide aggregation of local enrollments will indicate that 75% of all 11th and 12th grade disadvantaged students, which represents 22% of the 11th and 12th grade population, are enrolled in secondary vocational education occupationally specific programs and Occupational Work Experience (OWE) programs.

EMIS closing enrollment data indicated that 38,801 disadvantaged students were enrolled in occupationally specific programs and OWE programs in FY92. The estimated target disadvantaged population was 75% of all 11th and 12th grade disadvantaged students which

represents 22% of the 232,323 students in grades 11 and 12, or 38,333. It is important to note, however, that the 38,801 disadvantaged students enrolled in these vocational programs include some students from below grade eleven. The enrollment counts in this section may be flawed by the same factors identified in the response to the previous objective. A full comparison of FY92 and FY93 data is necessary before any conclusions can be reached regarding progress toward the attachment of this objective.

FY92 EMIS data indicate that disadvantaged students made up 42.55% of all students enrolled in these programs.

7) By FY94, annual statewide aggregation of local enrollments will indicate that 50% of all 11th and 12th grade handicapped students, which represents 11% of the 11th and 12th grade population, are enrolled in secondary education occupationally specific programs.

EMIS closing enrollment data indicated that 11,944 disabled students were enrolled in occupationally specific programs and Occupational Work Experience (OWE) programs in FY92. The Individuals with Disabilities Education Act (IDEA) changed the preferred adjective from "handicapped" to "disabled". Subsequently, all references in the responses will use the new term. The estimated target disabled population was 50% of all 11th and 12th grade disabled students which represent approximately 11% of the 232,323 students in grades 11 and 12, or 25,555. It is important to note, however, that the 11,944 disabled students enrolled in these vocational education programs include some students from below grade eleven.

The enrollment counts in this section may be flawed by the same factors identified in the response to the previous two objectives. A full comparison of FY92 and FY93 data is necessary before any conclusion can be reached regarding progress to the attainment of this objective. FY92 data indicate that disabled students made up 13.10% of all students enrolled in these programs.

8) By FY94, annual statewide aggregation of local enrollments will indicate that 20% of all students in grades 9 through 12 are served in Consumer and Homemaking programs.

The total FY92 secondary enrollment in all Home Economics Useful programs, i.e., Consumer Homemaking, Work and Family program, was 118,522 students. When 7th and 8th grade enrollments for those Economic Impact programs are subtracted from this total, the adjusted enrollment is 106,867. Although some duplicate counts may be represented in these totals, the 106,859 students represent 21.17% of the total 504,775 students enrolled in grades 9-12. A total of 56,559 of these students were in grades 11 and 12, and 50,300 students were below grade 11.

Since this objective was written, the staff of the Home Economics service area has placed a greater emphasis on students below grade 9 and some of these students may be reflected in the above totals. The students served in these programs and the calculation of the target population will no doubt change in the development of the next state plan.

9) By FY94, annual statewide aggregation of local enrollments will indicate that 30% of the dropout prone youth who are 14 and 15 years old are served by Occupational Work Adjustment (OWA) programs.

The Occupational Work Adjustment program (OWA) served 10,647 students in FY92. Of all the students served, 40% were female and 60% were male. Comparison to the targeted goal was unavailable as of December 15, 1992, since student demographic information by age was not required during the first year of EMIS implementation. Comparison data should be available for the FY93 Comprehensive Annual Performance Report.

10) By FY94, annual statewide aggregation of local enrollments will indicate that 11,000 dropout prone youth at the 7th and 8th grade levels living in economically depressed areas will be served in Impact Consumer Homemaking programs.

The total enrollment in the Home Economic Impact program during FY92 was 11,655, therefore, the achievement of this state plan objective was reached in FY92.

11) By FY94, annual statewide aggregation of local enrollments in state identified nontraditional programs will reflect nontraditional gender enrollment that is 25% or more.

A total of 5,406 male students were enrolled in secondary vocational education programs nontraditional for their sex.

A total of 3,217 female students were enrolled in secondary vocational education programs nontraditional for their sex.

A total of 4,035 male students were enrolled in full-time adult vocational education programs nontraditional for their sex.

A total of 2,161 female students were enrolled in full-time adult vocational education programs nontraditional for their sex.

A total of 3,075 male students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.

A total of 1,916 female students were enrolled in occupationally specific associate degree vocational education programs nontraditional for their sex.

A detailed listing of programs that have been identified as nontraditional for either sex are contained in section one of the Comprehensive Annual Performance Report for FY92.

Adult Education

12) By FY94, annual statewide aggregation of local full-time adult program enrollment will indicate that full-time adult vocational programs will serve 75,021 or 20% of the individuals who need training or retraining each year. The number of workers needing training is 7% of the total workforce. According to current growth estimates by the Ohio Bureau of Employment Services, the Ohio civilian labor force is projected to be 5,305,550 in 1991, 5,323,239 in 1992, 5,340,928 in 1993 and 5,358,617 in 1994.

A total of 68,833 students were enrolled in full-time adult education programs in FY92 which was a net decline of 5.0% or 3,623 students less than the previous years' enrollment. The 68,833 students equaled 18% of the adults in need of retraining in Ohio. Enrollment declines are due to the loss of the federal set-aside to fund adult education programs under the new Perkins Act and a decline in state funding to support full-time adult programs. Unless state funds are substantially increased for the FY94-FY95 biennium budget, this objective can not be achieved.

13) By FY94, annual statewide aggregation of local part-time adult program enrollments will indicate that part-time adult programs serve 224,319 or 60% of the 7% of the adult workforce which needs training or retraining each year.

In FY92, a total of 164,298 students were enrolled in regular part-time adult programs and an additional 5,685 students were enrolled in part-time apprenticeship programs for a grand total of 169,983 students. Part-time adult enrollments in FY92 declined by 19.7% or 41,833 students over the previous year due to the loss of federal set-aside for adult programs under the new Perkins Act and a decline in state funding to support part-time adult programs. Unless state funding is substantially increased for the FY94-FY95 biennium budget, this objective can not be achieved.

Placement Objectives

Secondary Education Programs

By FY94, the placement status of secondary vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement:

Primary Indicators

14) At least 60% of secondary completers available for civilian employment are employed in occupations related to their training.

The analysis of state aggregate follow-up information for students who completed secondary programs in FY91 indicates that 71.2% of secondary completers available for civilian employment were employed in occupations related to their training. This objective was therefore achieved in FY91.

15) The employment rate of secondary completers available for civilian employment is equal to or exceeds 84%.

An analysis of state aggregate follow-up information for secondary students who completed the program in FY91 indicates that 92.3% of secondary completers available for civilian employment were employed in the civilian workforce. This objective, therefore, was achieved in FY91.

16) At least 90% of total secondary completers are reported in follow-up categories other than status unknown.

An analysis of state aggregate follow-up information for secondary students who completed programs in FY91 indicates that school districts were able to identify the status of 94% of the students. This objective, therefore, was achieved in FY91.

Secondary Indicators

17) At least 60% of secondary completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

An analysis of state aggregate information for students who completed secondary programs in FY91 indicates that 85% of students were employed in related occupations or enrolled in related education programs. This goal was achieved in FY91.

18) Of the secondary students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 84%.

An analysis of state aggregate information for students who completed programs in FY91 indicates that 93% of the students available for employment were employed in the military or the civilian labor force. This objective, therefore, was achieved in FY91.

19) Overall, at least 85% of the total secondary completers are employed in civilian labor force, continuing their education or employed in the military.

An analysis of state aggregate follow-up information for secondary students who completed programs in FY91 indicates that 83% of the students were employed in civilian labor force, continuing their education or employed in the military. Student performance was slightly below (2%) the objective of 85% for FY91. The downturn in the economy in FY91 and FY92 probably contributed to the increase in the student unemployment rate which relates to this objective.

Full-time Adult Programs

By FY94, the placement status of adult full-time vocational education occupationally specific program completers will meet or exceed the following indicators of successful placement.

Primary Indicators

20) At least 80% of full-time adult completers available for civilian employment are employed in occupations related to their training.

An analysis of state aggregate follow-up information for students who completed full-time adult education programs in FY91 indicates that 86.7% of full-time completers available for civilian employment were employed in occupations related to their training. This objective, therefore, was achieved in FY91.

21) The employment rate of full-time adult completers available for civilian employment is equal to or exceeds 85%.

An analysis of state aggregate follow-up information for students who completed full-time adult programs in FY91 indicates that 95.8% of students available for civilian employment were employed. This objective, therefore, was achieved in FY91.

22) At least 90% of total full-time adult completers are reported in categories other than status unknown.

An analysis of state aggregate follow-up information for full-time adult programs in FY91 indicates that school districts were able to identify the status of 90.4% of the students. This objective, therefore, was achieved in FY91.

Secondary Indicators

23) At least 90% of full-time adult completers who are continuing their education are employed in related civilian occupations or enrolled in a related education program.

An analysis of state aggregate information for students who completed full-time adult programs in FY91 indicates that 94.5% of students were employed in related occupations or enrolled in related education programs. This goal, therefore, was achieved in FY91.

24) Of the full-time adult students available for employment, the percentage of students employed in the military and in the civilian labor force exceeds 90%.

An analysis of state aggregate information for students who completed full-time adult programs in FY91 indicates that 95.8% of the students available for employment were employed in the military or civilian labor force. This objective, therefore, was achieved in FY91.

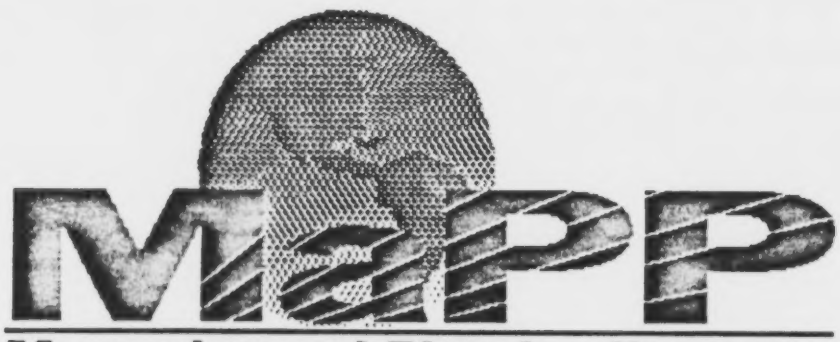
25) Overall, at least 90% of the total full-time adult completers are employed in civilian labor force, continuing their education or employed in the military.

An analysis of state aggregate follow-up information for full-time adult students who completed programs in FY91 indicates that 83.8% of the students were employed in the civilian labor force, continuing their education or employed in the military. This objective, therefore, was not achieved for FY91. The economic recession of FY91 and FY92 probably increased the student unemployment contributing to the non-attainment of this objective in FY91.

F. Conclusion

With the exception of adult education enrollments which have been severely impacted by the loss of federal and state funds to operate programs, the state plan objectives were on target

and effective. If state and federal funds for career education, secondary vocational education, full-time adult vocational education, part-time adult vocational education, and associate degree vocational education are inhibited, the growth of student enrollments in these programs will also be affected.



Measuring and Planning Progress

FY92 Annual Performance Report

Section III

Introduction

This section reports the findings and scope of Ohio's program evaluation process for the 1991-92 school year. Ohio evaluates all programs at least once every five years. Program evaluation is completed in 20% of the 99 vocational education planning districts (VEPD's) each year. A VEPD may consist of a single school district, a contract arrangement between two or more districts or a joint vocational school district (JVSD) created by the action of several member school districts. A total of 49 of the 99 VEPD's are joint vocational school districts. When a JVS is present, all school districts within the VEPD are evaluated including the JVS. Ohio's vocational evaluation process is called Measuring and Planning Progress (MaPP).

The Measuring and Planning Progress (MaPP) system is Ohio's vocational and career development assessment system. MaPP's goal is to ensure the best possible delivery system for vocational and career development programs and services. MaPP achieves this goal by evaluating the effectiveness and quality of vocational education and career development programs and services.

MaPP meets the evaluation requirements set forth by the Ohio Elementary and Secondary Minimum Standards and those identified in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. MaPP uses the collaborative expertise of state staff, local educators, and the community at large to analyze programs and services identified in the VEPD *Comprehensive Strategic Plan.*

MaPP is integrated into the VEPD planning process and serves as an intensive needs assessment for the VEPD's Comprehensive Strategic Plan. The individuals involved in the completion of the MaPP assessment process are normally the individuals that advise the VEPD's administration on the completion of their comprehensive strategic plan.

The VEPD comprehensive strategic plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- Assessment of current demographic and operational conditions
- Establishment of measurable vocational education and career development objectives
- Identification of programs which meet established educational objectives

MaPP is an assessment system based on student performance. At the program level, it incorporates student performance outcomes as a basis for determining effectiveness and, in turn, uses indicators of quality to determine the best means to maintain and improve program impact on that student performance. This analysis and recommendation process provides advisory committees and program level staff with program improvement recommendations.

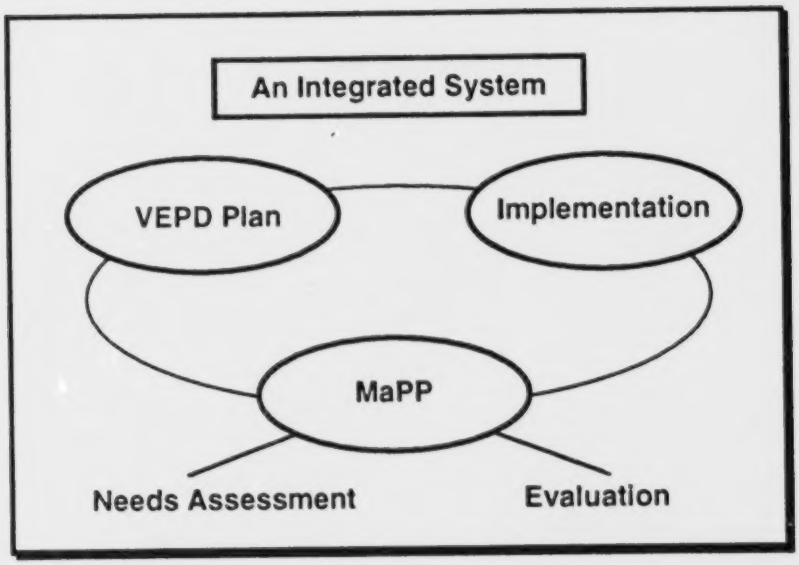
At the VEPD level, MaPP analyzes the appropriateness of the programs and services provided by analyzing overall student performance. These indicators of quality are used to determine the best means to maintain and improve a VEPD's positive impact on student performance. This analysis and recommendation process provides administrators and school boards with recommendations for improving the VEPD's objectives and program offerings, as well as recommendations for improving program operation.

The MaPP process is complimented by the annually reviewed VEPD Comprehensive Strategic Plan. A survey of the efforts related to the plan are contained at the end of this section.

I. Overview of MaPP Process

Transition year: FY92 was a transition year from the old evaluation process called **Program Review for Improvement, Development and Expansion** (PRIDE), which focused mostly on process to the new system called **Measuring and Planning Progress** (MaPP) which focuses almost totally on student outcomes.

The new assessment process includes data related to how students are doing in related placement but also includes what levels of competency students have attained in their program area. MaPP also utilizes a Strategic Analysis Team made up of local business, industry and agency people to analyze the programs and make recommendations for improvement, disinvestment, expansion and new program offerings.



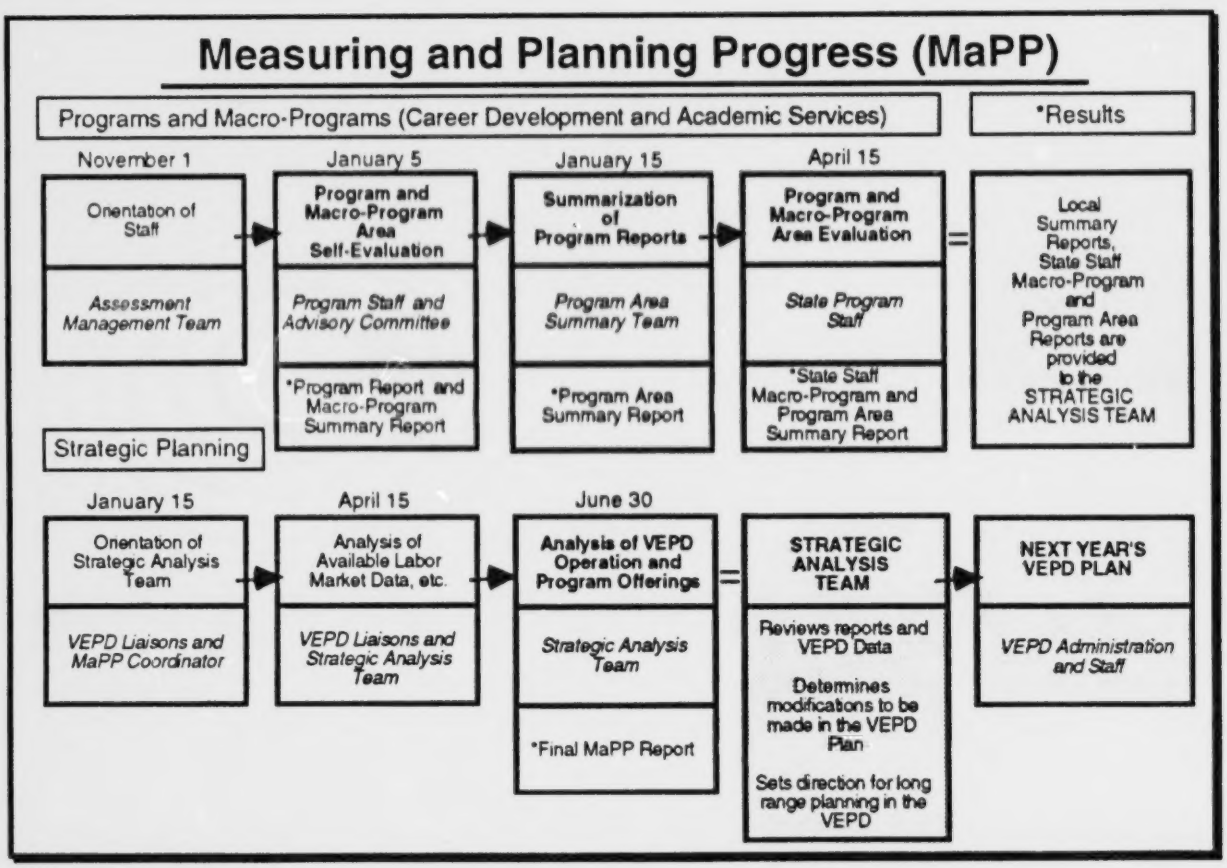
A. Programs and Services Assessed by MaPP

MaPP evaluates all programs and services administered through the Ohio Department of Education, Division of Vocational and Career Education. These programs and services are identified locally through the *VEPD Comprehensive Strategic Plan*. Programs and services are organized into the following three categories for the purpose of assessment.

1. Programs

This category includes occupationally specific programs and Occupational Work Experience, "at-risk" early intervention programs (e.g., Occupational Work Adjustment), entrepreneurship, employability, vocational evaluation, job training coordinator, and work and family life programs. MaPP assessments are completed on all programs, at both the secondary and adult levels.

In FY92 a program was minimally defined as one instructional subject code per school district. Where secondary and full-time adult units of the same instructional subject code exist, they were treated as one program for assessment purposes. A VEPD may combine multiple programs into a single program, if the instructional subject codes being combined use the same classification as its instructional program (CIP) code. Questions regarding the CIP classification of a particular program should be directed to the service area office providing leadership to that program.


Measuring and Planning Progress (MaPP)
Programs and Macro-Programs (Career Development and Academic Services)
*Results
November 1
Orientation of Staff
Assessment Management Team
January 5
Program and Macro-Program Area Self-Evaluation
Program Staff and Advisory Committee
*Program Report and Macro-Program Summary Report
January 15
Summarization of Program Reports
Program Area Summary Team
*Program Area Summary Report
April 15
Program and Macro-Program Area Evaluation
State Program Staff
*State Staff Macro-Program and Program Area Summary Report
=
Local Summary Reports, State Staff Macro-Program and Program Area Reports are provided to the STRATEGIC ANALYSIS TEAM
Strategic Planning
January 15
Orientation of Strategic Analysis Team
VEPD Liaisons and MaPP Coordinator
April 15
Analysis of Available Labor Market Data, etc.
VEPD Liaisons and Strategic Analysis Team
June 30
Analysis of VEPD Operation and Program Offerings
Strategic Analysis Team
*Final MaPP Report
=
STRATEGIC ANALYSIS TEAM
Reviews reports and VEPD Data
Determines modifications to be made in the VEPD Plan
Sets direction for long range planning in the VEPD
NEXT YEAR'S VEPD PLAN
VEPD Administration and Staff

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For the purpose of state program staff on-site assessments, a program is identified as an instructional subject code per building including secondary and adult components, where applicable. The on-site assessments completed by state staff will include no less than two programs and no more than five programs for each VEPD. These programs will be selected by random.

2. ***Macro-Programs***

This category includes career development and academic services which are considered "macro-programs" because their scope is larger than an individual unit, class and/or program review. Each macro-program has a separate self-assessment. The macro-program advisory committees membership is outlined within each macro-program's quality assessment guide.

State staff complete one on-site assessment for each of the macro-programs. This on-site assessment involves analysis of the VEPD's scope and quality of delivery.

3. ***Strategic Planning***

This category includes administrative structure, program relevance, and VEPD progress toward *Ohio's Future at Work* imperatives and Carl D. Perkins objectives. There is one self-assessment for the strategic planning category.

State staff provide reports in the strategic planning assessment process.

B. Participants in the MaPP Process

The many individuals and groups involved in the MaPP assessment process are described in this section. Each group of individuals brings a different perspective to the process.

1. ***MaPP Coordinator***

The MaPP Coordinator is the person designated by the VEPD superintendent to provide the leadership and management to the operation of the MaPP system.

2. ***Responsibilities***

- chairs the VEPD Assessment Management Team;
- assembles the Assessment Management Team; including all individuals identified on the Contact Persons Information Form in the VEPD Comprehensive Strategic Plan;
- arranges the Assessment Management Team orientation with the VEPD Liaison;
- directs the identification of timelines;
- provides the VEPD program and macro-program orientation;
- oversees the establishment and orientation of the Strategic Analysis Team;
- provides VEPD data to appropriate participants; and
- manages the development of the local program summary reports and the Strategic Analysis Team strategic planning report.

3. ***Assessment Management Team***

The Assessment Management Team is a group of VEPD personnel that manages the assessment process and assists the Strategic Analysis Team with its needs assessment activities.

The membership may vary, but should include at least the individuals identified on the Contact Person Information Form in the VEPD's Comprehensive Strategic Plan and representatives from both secondary and adult programming. In those VEPD's with no adult education programs, there should be someone on the Assessment Management Team responsible for representing adult education. The Assessment Management Team meets with its respective VEPD liaison (described later in this section) for an orientation on the MaPP system.

- establishes an activity timeline;
- determines the membership of the Strategic Analysis Team;
- determines state staff reporting procedures to be used with the Strategic Analysis Team; and
- determines the program area summarization teams.

Additionally the Assessment Management Team:

- forms a VEPD Strategic Analysis Team;
- orients all VEPD staff to the MaPP process;
- completes unique assessments as requested by the Strategic Analysis Team, such as an employer satisfaction survey. This information will be used by the VEPD Strategic Analysis Team in its assessment efforts;
- provides VEPD plan objectives and student performance data needed by the state program staff and VEPD staff;
- compiles all program assessment information into program area summary reports; (A minimum of 3 individuals, including the program area person identified on the Contact Person Information Form in the VEPD plan, will be on each program area summary committee. This information will be used by the VEPD Strategic Analysis Team in formulating a strategic planning report.)
- monitors the VEPD's progress toward meeting program improvement recommendations and keeps the Strategic Analysis Team informed of the same; and
- distributes the strategic planning report generated by the Strategic Analysis Team to all participants in the assessment process.

4. ***Strategic Analysis Team***

The Strategic Analysis Team is a group of business, industry, community, labor, agency, and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD.

The Strategic Analysis Team membership should be **at least** 10 individuals representing the following:

- a minimum of 6 business/industry/labor/community agency leaders with a cross section of industries represented within the VEPD;
- 1 postsecondary institution representative;
- 1 associate school administrator (JVSD and compact VEPD's only);
- 1 JTPA representative; and
- 1 parent/guardian of a student with disabilities.

VEPD's may opt to increase the size and membership make-up of the Strategic Analysis Team, but the Strategic Analysis Team should be comprised of at least 75% non-educators. In addition, this group must have appropriate race and sex representation. This group's membership cannot include members of other advisory groups involved in the assessment of individual programs within the VEPD.

The Strategic Analysis Team meets with the MaPP coordinator and the VEPD liaison (described earlier in this section) to receive an orientation to the MaPP system.

The Strategic Analysis Team uses a quality assessment guide to assess the following:

- the relevance of the VEPD's programs to current and future labor market demands and student needs;
- the administrative structure of the VEPD;
- the overall performance of the VEPD's students; and
- the progress the VEPD is making to meet the objectives of *Ohio's Future at Work* and the *Carl D. Perkins Vocational and Applied Technology Act.*

The Strategic Analysis Team receives and studies input from:

- the VEPD program and macro-program area reports;
- the state program and macro-program area reports;
- the state strategic planning report; and
- previous annual VEPD plan evaluations.

The Strategic Analysis Team may request specialized data reports, such as an employer satisfaction survey from the Assessment Management Team.

The Strategic Analysis Team formulates a VEPD strategic planning report based on all of the input provided to them. This report identifies strengths of the VEPD's operation and provides recommendations for modifying the VEPD Strategic Plan for the next 5 years.

Signatures of the superintendent and Strategic Analysis Team members must be included on the final report.

After the assessment is completed, the Strategic Analysis Team is kept informed regarding the progress the VEPD is making toward meeting their recommendations.

5. ***Staff and Advisory Committees***

The instructional or support staff directly involved with the delivery of programming and the advisory committees related to those programs are an integral part of the MaPP system and are jointly responsible for completing a self-assessment of their programs.

Advisory committees must conform to the policies and standards for advisory committees as established by the Division of Vocational and Career Education and the VEPD.

The VEPD staff and advisory committees receive orientation from the Assessment Management Team. In turn, the VEPD staff and advisory committees evaluate their program utilizing a program quality assessment guide.

The VEPD staff with assistance from the Assessment Management Team, determine the VEPD plan objectives for each of their programs and determine student performance outcomes achieved by the program's students.

The VEPD staff and advisory committees assess their respective programs and provide the following:

- strength statements regarding each program;
- program improvement recommendations for each program; and
- strategies and target dates to implement recommendations

This program report is utilized by the Assessment Management Team as they formulate program area reports.

The VEPD staff and advisory committees implement program specific recommendations and monitor each program's progress on student performance measures.

C. VEPD Liaison

A VEPD Liaison is a state staff member who works with the Assessment Management Team and the Strategic Analysis Team to evaluate the VEPD on a strategic planning level.

The liaison also provides state leadership to the assessment process within the VEPD.

1. Responsibilities

The liaison is the primary state provider of the orientation to the MaPP process. This individual meets with the Assessment Management Team to provide instruction on completing the MaPP process. The liaison provides a *MaPP Procedure Guide* and copies of the various *Quality Assessment Guides* to the VEPD Assessment Management Team.

The liaison assesses the following:

- the VEPD's programs relevance to labor market demand, student needs and VEPD plan objectives;
- the VEPD's program adequacy; and
- the VEPD's administrative operation.

These assessments are completed using the Strategic Planning Quality Assessment Guide, information from state program staff, and other data sources.

Based upon this assessment, the liaison develops program improvement recommendations regarding strategic planning (e.g., *Ohio's Future at Work* status). The liaison makes recommendations regarding investment and disinvestment of programs based on labor market and student needs. This information is presented in writing and orally to the Strategic Analysis Team.

After the assessment process, liaisons provide technical assistance to the VEPD's as they modify their VEPD plans in response to Strategic Analysis Team recommendations. Liaisons also monitor the progress VEPD's make toward achieving their strategic planning recommendations.

D. State Program Staff

State program staff are representatives from the various program service areas and sections within the Division of Vocational and Career Education, including Agriculture, "At-Risk" Programs (OWA), Business, Entrepreneurship, Employability, Home Economics, Marketing, Job Training Coordinators, Trade and Industrial Education, and Vocational Evaluation.

1. Responsibilities

State program staff complete an assessment of each program within the VEPD. These assessments are completed in two ways.

1. Desk Assessment
   Program staff complete a desk assessment of 100% of their respective programs within each VEPD; this includes programs in associate school districts. The desk

assessment utilizes student and program performance data to evaluate the effectiveness of the programs.

2. On-site Assessment
   Program staff on-site assessments will include no less than two programs and no more than five programs for each VEPD. These programs will be selected by random.

Each state program staff member produces a state program area report with strength and recommendation statements. This report is based on information obtained from the on-site assessments, the desk assessments, and reflects program initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is completed, state program staff provide technical assistance targeted to identified programs and/or VEPD's.

E. State Macro-program Staff

State macro-program staff are representatives from academic services and career development (career guidance and career education) within the Division of Vocational and Career Education.

1. Responsibilities

State macro-program staff complete an assessment of their respective macro-program within the VEPD. Because each macro-program is assessed as a single component, each macro-program is assessed by the state macro-program staff.

Each state macro-program staff member produces a state macro-program report with strength and recommendation statements. This report is based on information obtained from the on-site assessment and reflects initiatives resulting from *Ohio's Future at Work* and the Carl D. Perkins legislation. This report is independently presented in writing and, if desired, orally to the Strategic Analysis Team.

After the assessment is complete, state macro-program staff provide technical assistance targeted to identified macro programs.

II. Ohio Council on Vocational Education

Each VEPD final report is submitted to the Ohio Council on Vocational Education (OCOVE); thereby, providing local improvement information to the council members.

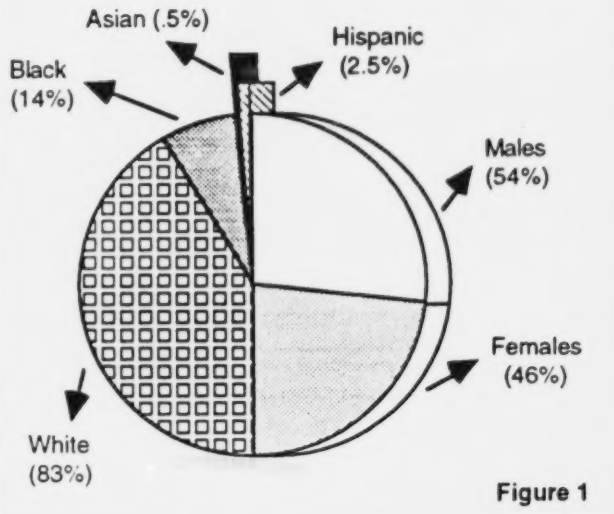

Figure 1

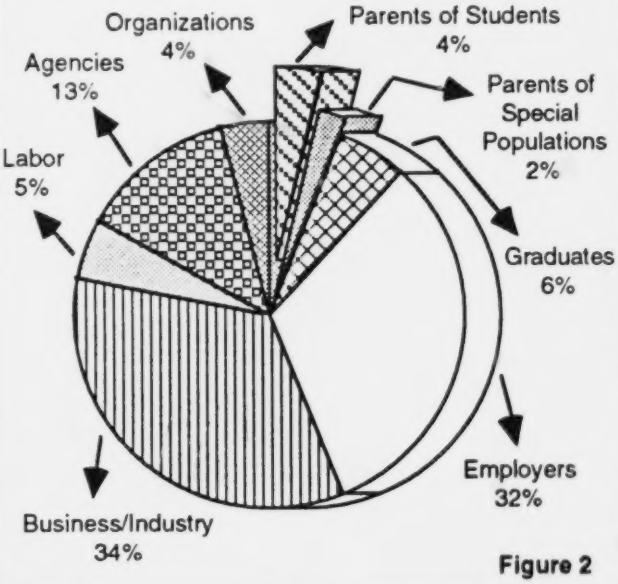

Figure 2

A. MaPP Participation Statistics

Twenty-one VEPDs represented by 87 school districts participated in MaPP in FY92.

A total of 370 committees with 3,075 members analyzed the VEPDs going through MaPP this year. Figure 1 and 2 illustrate the make-up of those various committees.

B. Academic Services

Service Area Summary Reports

FY92 summary reports for academic services, agricultural education, business education, career development, home economics, marketing education, trade and industrial education (includes health education), and the strategic analysis teams are included in this section. Program area descriptions, strengths, recommendations, and MaPP findings and initiatives are detailed for each service area.

1. Program Area Description

Academic services include academic instruction provided to vocational students including applied academics, remedial academic classes, and advanced academic subjects required for entry into postsecondary education.

2. Strengths

- Students with academic difficulties can receive individualized remediation and intervention assistance.
- Tech-Prep academic options are available for students.
- Four computer laboratories are available to provide academic remediation and enrichment activities for all students.
- Advanced academics are available to students whose vocational programs requires such work.
- Articulation agreements have been developed.
- An approved course of study exists for all academic programs.
- Team-teaching with vocational teachers.
- Intervention activities are provided for students not passing the ninth grade proficiency tests.
- Opportunities exist for coordination time between the vocational and the academic teacher.
- Applied academic courses are correlated to their fullest extent.
- Academic teachers have an individual professional development plan.
- Advanced academic classes are available in English. math, science, and social studies.
- Advanced academic courses are available to students who may wish to participate in a combination vocational/college-preparatory program.
- Students have a variety of academic options available from which to choose.
- Special programs are offered for "at-risk" students.

3. Recommendations

- Develop a committee to explore and implement options concerning applied academics.
- Continue to provide opportunities for staff to attend inservice meetings at the regional, state, and national levels.
- Staff need to have formal individual professional development plans.
- Provide appropriate intervention to students who have not passed the ninth grade proficiency tests.
- An academic advisory committee needs to be created.
- Academic curricula needs to be correlated to the vocational program where applicable.
- Coordination time for vocational and applied academic teachers needs to occur simultaneously to accommodate joint planning.
- Provide a source of texts and supplementary materials for the applied academic teachers
- Evaluations should include objectives and target dates.
- Increase community involvement with the tutoring program.
- Provide more intervention opportunities for math deficiencies in students.
- Increase the number of program participating in applied academics.

C. Agricultural Education

1. Program Area Description

The agricultural education system in Ohio is designed to provide both youth and adults the career information and occupational competencies necessary to enter, compete, and advance in the changing work world of agriculture. The system is an integral part of the total Ohio educational system. It provides a competitive advantage to its customers, agricultural students, as they enter the various agricultural occupations and the agricultural industry.

Ohio provides the opportunity for vocational education planning districts to offer secondary and postsecondary programs in agribusiness, agricultural mechanics, horticulture, animal production and care (nonfarm), production agriculture, environmental technology, natural resources, and food processing. All programs are based on the needs of the agricultural industry as manifested in industry based competency lists and advisory committee input.

2. *Strengths*

- Agricultural education program completer placement continues to be better overall than most other vocational programs and all general population indicators.
- Agricultural education program participants are less likely to drop out of school than general education students and vocational students overall.
- Agricultural education completion rates far exceed regular vocational education rates in adult programs.
- Agricultural education is only offered in 72% of the vocational planning districts in Ohio.
- FFA membership has always been a strong component of agricultural education programs.

3. *Recommendations*

- Statewide leadership activities need to be focused on program expansion within the VEPD's that do not currently have agricultural education programs.
- Programs designed to improve gender equity within agricultural education programs need to be offered.
- Initiatives targeted to attract quality minority teaching staff should be implemented both at the local and state level.
- Efforts to implement the agricultural education Ohio's Competency Analysis Profiles (OCAP's) need to be improved to assure program relevance.
- Improved agricultural labor market information is needed to assure appropriate local program planning.
- Curriculum materials and equipment need to be improved to meet the educational requirements set forth in the agricultural Ohio's Competency Analysis Profiles (OCAP's).
- Professional development will be needed before teachers will be able to adjust, technically and professionally, to the new vocational education expectation.
- The VSO program, FFA, must be analyzed to assure it's meeting the needs and interests of all agricultural education students.

4. *MaPP Findings and Initiatives*

- Agricultural education has a problem with related placement.
- Some of the VEPD's that do not offer agricultural education have the largest horticultural and environmental labor markets.
- Adult agricultural education is focused almost exclusively on farm management and therefore does not provide instruction in areas of labor force growth.
- Six of the eleven agricultural taxonomies have less than 25% of one gender.
- There are no minority teachers in agricultural education in Ohio.

D. Business Education

1. *Program Area Description*

Business Education's primary objective is to develop successful skills and attitudes for youth and adults desiring entry level employment in business related occupations. To meet this objective, the business education programs offered in high schools, vocational centers

and adult training centers provide a wide range of educational options to enhance the needs of local businesses. General training is found in the areas of accounting, secretarial, data processing, and administrative management. Business Professionals of America, the vocational student organization (VSO), affords leadership opportunities for nearly 16,000 members at the secondary and postsecondary levels.

2. Strengths

- Student numbers are increasing.
- Student goals are in area of training.
- Teacher certification is a positive benchmark.
- Advisory committee membership has a strong business/industry link.
- Membership and participation in the VSO is strong.

3. Recommendations

- Co-op instructors need to refocus on the co-op method of instruction.
- Courses of study need to be updated before pre-testing and post-testing of competencies start.
- Equipment is not being serviced and upgraded annually.
- Disabled students are not being recruited into programs.
- Enrollment problems by some instructors reflects lack of program direction.

4. MaPP Findings and Initiatives

- Provide needed inservice to give additional insight and direction to this area of instruction.
- Continue to refine the use of Ohio's Competency Analysis Profile in course of study revisions.
- Provide for equal entry into all programs for nontraditional and disabled students.
- Instructors need to develop an individual professional plan for improving the quality of instruction offered in their program.
- Improve equipment used in delivering business curriculum including proper training for the instructional staff.

E. Career Development

1. Program Area Description

The Career Development/Ohio Career Education System (OCIS) Unit of the Ohio Department of Education's Division of Vocational and Career Education services individuals and organizations that facilitate the career development process. The Career Development Service provides leadership and management in the development and marketing of quality educational services and products. The Career Development Unit serves career education coordinators, placement directors, economic education coordinators, and career counselors by providing leadership, funding, quality control management, professional development, and resource networking.

Career development in Ohio is delivered to all students in grades K-Adult through Career Development Programs in 60 funded Vocational Education Planning Districts (VEPD). A coordinator at each funded VEPD is responsible for the administration and management of the career development activities and funds. Responsibilities of the coordinator include the writing of both program proposals and reports; planning and coordinating education and community career education inservice programs; planning, implementing, and building classroom career education activities that support the above activities.

All of the statewide career education activities are given direction and coordination on the state level through the Career Development/OCIS Unit whose staff provides leadership to ensure that career development experiences will provide Ohio's students with opportunities to make wise choices, prepare for employment, and extend career development through their adult life.

2. *Strengths*

- A career development advisory committee meets regularly.
- Program staff participate in workshops, seminars, and other professional growth activities.
- The infusion of career education into curricula at the various grade levels.
- Utilization of Ohio's Career Development Blueprint with the Individual Career Plan.
- The expertise and commitment of the career coordinator.
- The quantity and quality of career resources available in each building and for loan.
- Plans are in place for the completion of the Individual Career Plan by each 8th grade student.
- All program staff will have an individual professional plan in the near future.
- Numerous activities and career assessments of students prior to development of the Individual Career Plan at the 8th grade.
- The revision of career and guidance programs to incorporate the National Occupational Information Coordinating Committee (NOICC) Guidelines.

3. *Recommendations*

- All K-Adult students in the VEPD should have an equal opportunity to participate in a comprehensive career development program.
- Utilize the career passport at the secondary and postsecondary levels for completers of a program of vocational education.
- Continue to develop strong business and industry partnership to strengthen community involvement for career development.
- A marketing program for the comprehensive career development program should be considered. Parents and the community should be aware of the various activities and services available through the career development program within the VEPD.
- A formal written annual evaluation of the career development program should be accomplished. This document would help to identify areas that need improved and facilitate communication among the various individuals with responsibilities in career development.
- Continue to provide opportunities for staff to attend inservice meetings at the regional councils, state, and national levels.
- Utilize computerized career and Labor Market Information (LMI) resources such as OCIS with more students.
- Coordination is necessary at grades 9-12 as students revise their Individual Career Plans.
- Improved coordination and communication is needed among the individuals (principals, guidance, and teachers) assigned to develop the Individual Career Plan by the end of the 8th grade.
- Experienced based activities should be included in classroom activities.

4. *MaPP Findings and Initiatives*

- Additional VEPD inservice on the Individual Career Plan.
- The development of a Career Passport Implementation Handbook and Transparency Masters for VEPD use.
- Utilization of Total Quality Management (TQM) processes in the Career Development/OCIS Unit.
- Inservice at the All Ohio Vocational Education Conference on the Individual Career Plan and Career Passport.

F. Home Economics

1. *Program Area Description*

Vocational home economics programs in Ohio prepare students for the work of home and family and for employment in home economics related occupations--food management and production, clothing and interiors, early childhood education, and hospitality and facility care. Programs are offered at the secondary, technical, and adult levels and to special populations--teen parents, disadvantaged middle and junior high students, disadvantaged adults, displaced homemakers, and dislocated workers. Youth leadership skills are developed in the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) student organization, an integral part of the vocational home economics curriculum.

2. *Strengths*

- FHA/HERO membership increased.
- Male enrollment in work and family life increased to 34%.
- Expansion of GRADS programming provided greater access to programs for pregnant and parenting teens.
- Approved courses of study were in place.
- Most teachers attended the All Ohio Vocational Education Conference.
- In most programs the 20% access enrollment standard for work and family life was met.
- Several programs had initiated applied academics.

3. *Recommendations*

- Strengthen placement in job training programs.
- Expand efforts to enroll students in job training programs.
- Strengthen advisory committees.
- Utilize advisory committee input to examine total work and family program--need for middle school programming, transition to new curriculum.
- Plan for testing program.
- Review middle school offerings in relation to preparation needed for individualized career plan.
- Examine operations of GRADS programs. Move to class structure as feasible.
- Work with VEPD plan to assure core standards, which impact home economics programs are met.
- Improve communication to constituencies such as school administrators, parents, and the community regarding program goals and outcomes.
- Strengthen FHA/HERO as an integral part of the program.
- Improve home economics input in the development of the VEPD plan.

4. *MaPP Findings and Initiatives*

- Five state-wide workshops this fall to help job training teachers implement the new Ohio's Competency Analysis Profile .
- Four state-wide workshops in cooperation with business and industry to help job training instructors implement the new Ohio's Competency Analysis Profile.
- Technical assistance to VEPD's undergoing course of study revision.
- A plan to develop the new work and family life program which includes:
  a) curriculum development workshop;
  b) preparation of resource guides;
  c) pilot testing of modules; and
  d) test development.
- Identification of VEPD's in need of FHA/HERO inservice and of key, mentor, and master advisors to provide technical assistance.

- Target GRADS in this year's MaPP review for intensive study to determine barriers and alternatives to delivery through the class structure.

G. Marketing Education

1. *Program Area Description*

Marketing education provides instruction designed to meet the needs of youth and adults desiring to enter, progress, upgrade, and improve their skills and knowledge in occupations involving the marketing functions. Marketing programs are offered at high schools, vocational centers, and adult centers throughout Ohio. Marketing students are involved in leadership training through membership and participation in Ohio DECA, a vocational student organization (VSO).

2. *Strengths*

- Disabled student enrollment.
- All instructors are certified in marketing.
- Student career objectives and employment are in the marketing area.
- Although little equipment is used in marketing, computer aided equipment is being used in the classroom and on the job sites.
- Advisory committee membership is strong in the marketing/retailing area.

3. *Recommendations*

- Cooperative instructors need to refocus on the needs of the student at the training station.
- Low numbers of students in some programs reflect a lack of program direction.
- Use of leadership activities including DECA is lacking.
- Communication with the guidance department is at a low level.
- Many low level training sites are used when student goals reflect more supervisory and managerial areas.

4. *MaPP Findings and Initiatives*

- An inservice for cooperative instructors is needed to give additional insight and direction to this area of instruction.
- Instructors need to develop a professional marketing plan for improving program quality.
- Continue to refine the use of marketing Ohio's Competency Analysis Profile (OCAP) in course of study revision.
- Improve student leadership through an aggressive use of DECA activities at the local, district, state and national level.
- Improve student placement of students in viable training stations.

H. Trade and Industrial Education

1. *Program Area Description*

Trade and Industrial Education (T & I) is that part of vocational education which deals with training students for employment in industrial, trade, technical, craft or health occupations. The immediate goal is training students for jobs now or in the near future. Trade and industrial education staff provides services in the form of assistance and advice to superintendents through directors and supervisors; by a special consultant for health occupations programs; supplemental adult and apprenticeship programs, youth activity leadership programs, and instructional materials developed by an Instructional Materials

Laboratory housed at The Ohio State University. Supervisors assist in the development, organization, operation and evaluation of Trade and Industrial programs and their delivery, and act as liaison among schools and various levels of the Ohio Department of Education (ODE) supervision and administration.

2. *Strengths*

Most of the T & I programs appeared to be achieving placement requirements outlined in the core standards. Schools having problems with placement had put together action plans focused on remediating the problem.

- Drop-out rates appear to be low when compared with the drop-out rates in comprehensive academic programs.
- The majority of the programs are easily accessible to disadvantaged and disabled populations in the district.
- All programs appear to have effective advisory committees in place with good evidence of strong business and industry collaborative.
- Course of study according to the new Ohio's Competency Analysis Profile is ongoing. Applied academics is being infused into vocational scheduling to meet *Ohio's Future at Work* goals.

3. *Recommendations*

Vocational programs with academic leadership are deficient in VSO involvement due to conflict in educational vision between academic and vocational leadership.

- Evolving high tech programs - electronics, drafting, and machine trades require constant upgrading on the part of the instructor. Limited budgets do not provide funding incentives for teachers to attend their workshops. Consequently many teachers are dangerously close to becoming outdated in their trade skills.
- All programs need to continue to work toward state goals related to nontraditional employment for both sexes.
- Vocational administrators in large city districts do not get out in the field enough to follow through with supervisory functions especially with weaker teachers. They are bogged down with paperwork tasks in buildings away from the students.
- Schools need to focus more on labor market statistics for programs in their VEPD's and less on teacher personalities as they determine the probability of continued program viability.

4. *MaPP Findings and Initiatives*

- Compiling more specific student information and statistics relative to VSO participation by vocational programs.
- Assisting with curriculum inservice workshop being presented throughout the state.
- Continued inservice of instructional supervision on departmental initiative through Ohio Trade and Industrial Education Supervisors' Association (OTIESA) workshops, regional meetings and taxonomy meetings.
- Implementation of Total Quality Management (TQM) concepts involving drafting, machine trade, printing and OWE taxonomy initiative to upgrade instructors and programs with the latest trends in technology relative to the trades.
- Direct involvement with assisting programs to meet specific program certification objectives.
- On-site visits to programs requesting assistance with programming and equipment specs.
- Distribution of recruitment materials donated by industry to programs to increase student awareness of scope of trade areas.

I. Strategic Analysis Team

This section represents a sampling of the strengths and recommendations of an individual VEPD and not individual program areas. The Strategic Analysis Team is a group of business, industry, community, labor agency and educational representatives that provides a needs assessment for improvement in the operation and focus of the VEPD. Their recommendations go to the VEPD administrative team.

They are also an important group in formulating the contents of the FY93 Comprehensive Strategic Plan for the VEPD.

1. Strengths

- All students have equal access to all programs.
- Participation in community, business and school partnership is extensive.
- Each staff member has completed an individual staff development plan.
- All courses of study will reflect the competencies outlines by Ohio's Competency Analysis Profiles.
- Excellent advisory committee usage in each vocational program area.
- Availability of programs for "at-risk" youth.
- Continuous parental contact in work and family life program.
- All eighth grade students have an individual career plan (ICP) in place.
- Currently overall student enrollment in job training programs is over 50%.
- The vocational department has developed a model for inservice education and professional development that crosses many educational disciples and involves many local businesses and industry.
- A comprehensive staff development program provides all certificated and classified staff members the opportunity to expand their knowledge base and strengthen professional skills on a continuing basis.

2. Recommendations

- Develop a plan for seniors and alumni to provide feedback for developing the VEPD plan each year.
- Incorporate the FY92 MaPP programs' evaluations into developing the VEPD plan for the next five years.
- Increase collaborative efforts between individual programs and between districts within the VEPD.
- Establish an apprenticeship linkage with various industries to provide a learning experience and job opportunity for the non-college bound student.
- Increase professional development programming for vocational staff on a VEPD basis.
- Expand access to programs by implementing a more flexible class schedule.
- Concern for the 25% of the students that are neither college prep nor vocational directed needs to be addressed by the district to better prepare students for life after high school.
- Develop and implement a plan to increase minority participation in vocational education programs.
- Develop a county-wide transportation plan for students to maximize educational opportunities and financial resources.

J. Overall MaPP Improvement Recommendations for FY93

The following recommendations were implemented for FY93 to modify the MaPP process and were compiled from LEA input, and state staff observations.

- All acronyms be removed from the documents except MaPP and VEPD.
- State staff on-site visits be no less than two programs and no more than eight programs per VEPD and the service areas do the selecting.

- At the conclusion of the on site, a group meeting should be held with the state supervisor and all of the teachers in that VEPD from that service area.
- If a service area has no programs in a VEPD, the state supervisor and the VEPD should put together an advisory committee to analyze the labor market data to see if a need exists.
- The language in the documents be reviewed by 25-30 people, both inside and outside of education, to make it easier to read and understand.
- The Strategic Analysis Team be expanded to a minimum of twelve with the additional coming from social service leaders (emphasis on family life).
- The teacher and advisory committee report format be simplified and coordinated with the service area summary report, state staff report, and the final report prepared by the Strategic Analysis Team. All of these reports follow the format of the VEPD Comprehensive Strategic Plan.

K. Vocational Education Planning Districts Comprehensive Strategic Plan

The *VEPD Comprehensive Strategic Plan* is the planning document which identifies a vocational education planning district's (VEPD) delivery system for vocational and career development programs and services in compliance with Ohio Revised Code (ORC) Section 3313.90. VEPDs must meet the following requirements:

- A plan for vocational education has been approved by the State Board of Education in accordance with Section 3313.90 ORC.
- There must be at least 12 different vocational education occupationally specific programs and 20 classes operating within the VEPD with no more than four being cooperative education.
- There must be at least 1,500 students in the 9th through 12th grades within the school district(s) comprising the VEPD.
- There must be a comprehensive guidance and counseling program available to all students within the VEPD.
- There must be comprehensive assessment systems available to all special populations.

The VEPD strategic plan qualifies the VEPD for the receipt of state vocational education funds and meets the planning requirement for federal program improvement funds for secondary and adult programs under the Carl D. Perkins Comprehensive Vocational and Applied Technology Education Act of 1990 (P.L. 101-392). VEPD strategic plans were instituted July 1, 1991. Annual self-evaluations of the VEPD strategic plan covering the period July 1 through June 30, are due by September 1.

The VEPD strategic plan is designed to assist local vocational education agency planners to address the mission of vocational and career education as defined in *Ohio's Future at Work*, Ohio's vocational education system strategic plan, and to meet the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Following are the mission of Ohio's Vocational and Career Education system and the purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The mission of Ohio's Vocational and Career Education system is to prepare youths and adults, in an efficient and timely fashion, to make informed career choices and to successfully enter, compete, and advance in a changing work world. This broadened mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following:

- Occupational skills ..... those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking.

- Academic skills ..... those core competencies necessary to prepare for and secure a career, facilitate lifelong learning, and assure success in a global economy.

- Employability skills ..... those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family commitments. (Employability skills address federal requirements related to the preparation "In all aspects of the industry").

The purpose of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.

The VEPD Comprehensive Strategic Plan unifies the planning process. The planning process required by the VEPD strategic plan is designed to assure educational programs operate in the best interest of all students. This design recognizes critical steps in the planning process and the particular needs of special populations. The critical planning steps that must be completed are:

- Assessment of current demographic and operational conditions
- Establishment of measurable vocational education and career development objectives
- Identification of programs which meet established educational objectives

By following these critical steps, the emphasis in planning is placed on students and their needs.

In addition, by consolidating all vocational and career development planning, the VEPD strategic plan attempts to provide a holistic view of the vocational and career development system. The core standards and measures of performance identified in this document are the overarching evaluation factors the VEPD strategic plan must address.

A VEPD will document measurable vocational education and career development objectives in the VEPD strategic plan. The VEPD also documents, within the VEPD strategic plan, the educational programs and program improvement initiatives planned to achieve its measurable objectives.

Sections of the plan include:

1. **Needs Assessment**

   A) Labor Market
   B) Population
   C) Program Scope Barriers
   D) Program Delivery Barriers

This section includes an in-depth analysis of local demographics to determine additional course offerings or disinvestment of current offerings that need to be considered to better meet local needs. It also identifies barriers that inhibit or prevent students for participating in the current vocational offerings.

2. The Planning Process

A) School Personnel, JTPA, Parents of Special Populations
B) Superintendents of School Districts
C) Public Agencies, Organizations and Community Groups
D) Business, Industry and Labor Representatives

The planning process brings together various groups to look at the Needs Assessment section and work with the VEPD administration to put together a plan of action to address those needs.

3. Programs and Program Improvement Initiatives

A) Program Scope
   1). Career Development
   2). Occupational Specific Programs
      a. Occupational Competency Gains and Positive Placement
      b. Academic Competency Gains and Positive Placement
   3). Work and Family Life Programs
B) Program Delivery
   1). Access
   2). Collaboration
   3). Competency Based Instruction
   4). Professional Development
   5). Marketing
   6). Evaluation
C) Budget

Measurable objectives to address the needs identified in section one are included in this section. In addition, the VEPDs student performance is monitored in relation to Ohio's statewide core standards and performance measures. The budget, which illustrates how the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 and other sources of dollars will be spent to meet the identified needs, is also in this section.

4. Assurances

A) Carl D. Perkins Assurances
B) Ohio Department of Education Assurances

In this final section, the VEPD commit to meeting both federal and state assurances.

The VEPDs progress in meeting the stated objectives in their strategic plan is monitored by an annual evaluation.

For each objective the VEPD must answer the following statements:

1. **Identify the measurable results of the objectives achieved.**
2. **Identify each objective not completed, explain the status of each and identify barriers encountered.**

As a result of this annual evaluation, VEPDs can monitor their progress, as well as list barriers encountered that they may not have realized before. The annual evaluation identifies each objective in the VEPDs comprehensive plan and determines the progress being made toward that objective.

Measuring and Planning Progress (MaPP), Ohio's assessment of each VEPD every five years in contrast looks not only at how students are doing in related placement, but also includes what levels of competency have students attained in their program area. In addition, MaPP makes recommendations for improvement, disinvestment, expansion and new program offerings.

The annual evaluation with the five-year assessment of the VEPD called MaPP provides the VEPD with an accurate picture of where they are and the obstacles in their path to get where they want to go.

Appendix A

SECONDARY VOCATIONAL EDUCATION DATA SYSTEM CLOSING INFORMATION FOR FY92

In July, 1991, secondary vocational education unit funding, enrollment, and student follow-up data systems were integrated into the new Education Management Information System (EMIS). EMIS was mandated as a requirement of Ohio Senate Bill 140, the comprehensive educational reform bill ever passed in Ohio, and includes aggregate student information, course information, and educational staff information submitted through the Ohio Educational Computer Network (OECN). OECN includes a network of mainframe computer entities known as "A sites".

The systems were integrated into EMIS to avoid unnecessary duplication of data and to create new aggregations of information to assist state and local administrators and policy makers in decision-making and accountability. Unfortunately, the date of EMIS implementation was determined by statute rather than the point at which the hardware, software, and staff were prepared for full implementation.

Several factors that detail the difficulties associated with implementation of the EMIS have been identified. The key factors that affected the vocational education data components include:

1) Lack of adequate staff training at the local level and A-site computer levels.

2) Lack of firm dates for data submission.

3) Lack of standardized software and the failure of software vendors to include critical vocational education related data elements in the software.

4) Problems associated with transfer of data from local education agencies to A-sites, and A-sites to the Ohio Department of Education as well as the transfer of edit reports back to the local level.

As the result of the above problems, vocational education unit counts and opening enrollments were not finalized until October 22, 1992, eleven months after the original target date. Vocational education closing enrollment originally due June 30, 1992, were still incomplete as of December 15, 1992.

By design, closing June 30, 1992, enrollment totals should include all students served in vocational education during the period September 1, 1991 through June 30, 1992. Unfortunately, a total of twenty districts had not submitted any closing enrollment data as of December 11, 1992. The missing districts and their Internal Retrieval Numbers (IRN's) are listed below:

District Name	IRN Number
Norwood City SD	044578
Sycamore Community City SD	044867
New Richmond Ex Vill SD	045559
Clermont-Northeastern Local SD	046326
Wickliffe City SD	045088
Berea City SD	043612
Cleveland Hts-Univ Hts City SD	043794
Mad River Local SD	048702
New Lebanon Local SD	048710
Newton Falls Ex Vill SD	045567
Cincinnati City SD	043752
Green Local SD	050013
Lawrence County Bd of Ed	047910
Pike County Area Jt Voc SD	051375
Logan-Hocking Local SD	044248
Morgan Local SD	048777

Warren Local SD 050500
Tri-County Jt Voc SD 051607
Fairless Local SD 049841
Chippewa Local SD 050534

In addition to the above districts that submitted no closing enrollment, some districts failed to submit closing enrollments for some of their classes. To develop statewide aggregate closing enrollments, this report uses opening enrollment counts in cases where closing class information was not submitted. Unlike closing enrollment, opening enrollment counts fail to include students added to classes during the course of the school year. The use of opening enrollment counts may in some cases result in the under-reporting of students.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

EXEC-VEDS-EMIS

SUMMARY

FISCAL YEAR 1992
All Districts

Secondary EMIS

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
DECEMBER 22, 1992

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
					HANDI-	LIMITED ENGLISH	DISAD-	ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	CAPPED	PRO.	VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	13,448	7,413	6,035	2,254	17	2,300	415	905	186
AGRICULTUR	F	3,292	1,537	1,755	398	3	682	103	290	66
EDUCATION	T	16,740	8,950	7,790	2,652	20	2,982	518	1,195	252
04.0000	M	3,211	288	2,923	215	7	739	1,928	699	83
MARKETING	F	3,988	227	3,761	186	3	980	2,491	1,026	78
EDUCATION	T	7,199	515	6,684	401	10	1,719	4,422	1,725	161
04.9998	M	6,392	6,372	20	744	11	5,526	6,364	13	65
OWA	F	4,255	4,240	15	215	5	3,684	4,235	8	58
TOTALS	T	10,647	10,612	35	959	16	9,210	10,599	21	123
07.0000	M	318	46	272	32	2	143	36	49	14
HEALTH	F	2,887	149	2,738	200	13	1,310	559	750	66
EDUCATION	T	3,205	195	3,010	232	15	1,453	595	799	80
09.01	M	40,270	19,875	20,395	4,816	77	7,658		710	615
HOME EC.	F	78,252	42,074	36,178	5,738	226	12,797		960	946
USEFUL	T	118,522	61,949	56,573	10,554	303	20,455		1,670	1,561
09.02	M	1,292	247	1,045	463		609	228	347	44
HOME EC.	F	3,912	587	3,325	1,008	14	1,966	518	752	142
GAINFUL	T	5,204	834	4,370	1,471	14	2,575	746	1,099	186
09.0000	M	41,562	20,122	21,440	5,279	77	8,267	228	1,057	659
HOME EC.	F	82,164	42,661	39,503	6,746	240	14,763	518	1,712	1,088
EDUCATION	T	123,726	62,783	60,943	12,025	317	23,030	746	2,769	1,747
14.0000	M	2,282	296	1,986	147	8	685	278	439	37
BUSINESS	F	13,099	928	12,171	524	31	3,969	2,271	3,181	254
EDUCATION	T	15,381	1,224	14,157	671	39	4,654	2,549	3,620	291
17.0000	M	32,530	6,294	26,236	5,054	128	18,784	8,939	6,478	1,652
T & I	F	10,779	1,900	8,879	742	43	6,547	4,688	2,053	522
EDUCATION	T	43,309	8,194	35,115	5,796	171	25,331	13,627	8,531	2,174
99.0000	M	16,593	7,675	8,918	1,910	1	4,066	462	1,853	434
SPECIAL	F	10,042	4,161	5,881	773	3	2,267	264	1,197	195
PROGRAMS	T	26,635	11,836	14,799	2,683	4	6,333	726	3,050	629
STATE	M	116,336	48,506	67,830	15,635	251	40,510	18,650	11,493	3,130
TOTAL	F	130,506	55,803	74,703	9,784	341	34,202	15,132	10,217	2,327
	T	246,842	104,309	142,533	25,419	592	74,712	33,782	21,710	5,457

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STATE OF OHIO
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DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1992
All Districts

Secondary EMIS

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
DECEMBER 22, 1992

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		CON-PLETERS	LEAVERS
01.0100	M	8,229	6,368	1,861	1,280	14	879	8	65	58
AG PRODUCT	F	1,728	1,254	474	138	2	131		14	8
	T	9,957	7,622	2,335	1,418	16	1,010	8	79	66
01.0101	M	78	18	60	17		31		9	2
AN P&C-SM	F	177	20	157	23		66		30	7
	T	255	38	217	40		97		39	9
01.0104	M	1,813	253	1,560	178	1	224	13	92	12
FARM BUS M	F	314	29	285	10	1	18	2	9	1
	T	2,127	282	1,845	188	2	242	15	101	13
01.0131	M	10		10	2		5		5	
AN P&C-EQU	F	16	4	12	2		9		6	4
	T	26	4	22	4		14		11	4
01.0191	M	12		12			7			
AN P&C-ZOO	F	14		14	1		8			
	T	26		26	1		15			
01.0200	M	426	1	425	28		63	386	195	14
AG SUPPLIE	F	112		112	9		22	100	54	1
	T	538	1	537	37		85	486	249	15
01.0300	M	1,149	124	1,025	301		531		321	44
AG IND EQU	F	18		18			2		3	1
	T	1,167	124	1,043	301		533		324	45
01.0400	M	119	28	91	34		54		30	13
AG PRODUCT	F	21	2	19	2		9		11	4
	T	140	30	110	36		63		41	17
01.0500	M	862	302	560	314	2	339		110	31
HORTICULTU	F	798	201	597	206		393		153	37
	T	1,660	503	1,157	520	2	732		263	68
01.0600	M	354	128	226	48		126		52	11
AG RES	F	32	8	24	4		16		6	3
	T	386	136	250	52		142		58	14
01.0699	M	59	29	30	13		10		17	
ENVIRON MA	F	15	3	12			1		4	
	T	74	32	42	13		11		21	
01.0700	M	38	18	20	6		18		8	
FORESTRY	F	10	7	3	2		3			
	T	48	25	23	8		21		8	

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FISCAL YEAR 1992
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DECEMBER 22, 1992

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.9900	M	299	144	155	33		13	8	1	1
OTHER AG	F	37	9	28	1		4	1		
	T	336	153	183	34		17	9	1	1
01.0000	M	13,448	7,413	6,035	2,254	17	2,300	415	905	186
AGRICULTUR	F	3,292	1,537	1,755	398	3	682	103	290	66
EDUCATION	T	16,740	8,950	7,790	2,652	20	2,982	518	1,195	252

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		'--TOTAL ENROLLMENT---'			'----TARGET GROUPS----'			'-COOPERATIVE-'	'-JOB TRAINING-'	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.0100	M	97	16	81	8		20	18	12	1
ADVT SVCS	F	89	10	79	5		16	30	23	1
	T	186	26	160	13		36	48	35	2
04.0101	M	139	20	119	11		10		24	1
RADIO BROA	F	52	2	50	2		1		8	
	T	191	22	169	13		11		32	1
04.0102	M	124	15	109	9		29		18	4
TELEVISION	F	111	4	107			17		11	1
	T	235	19	216	9		46		29	5
04.0200	M	19	1	18	2		15	7	4	
APPAREL &	F	126	4	122	6		60	80	31	9
	T	145	5	140	8		75	87	35	9
04.0400	M	25	1	24			12	13	7	
FIN & CRED	F	40	4	36			14	13	6	
	T	65	5	60			26	26	13	
04.0500	M	2		2	2			2		
FLORISTRY	F	3		3	3			3		
	T	5		5	5			5		
04.0600	M	5		5	2		2			
FOOD DISTR	F	9		9	1		9			
	T	14		14	3		11			
04.0700	M	13		13			3	13	8	3
FOOD SVCS	F	9		9			2	9	9	
	T	22		22			5	22	17	3
04.0701	M	8	2	6	2		6			
FOOD SVC.M	F	4		4	2		3			
	T	12	2	10	4		9			
04.0800	M	2,182	161	2,021	130	7	481	1,567	542	54
GENERAL MD	F	2,842	177	2,665	120	2	695	2,012	794	52
	T	5,024	338	4,686	250	9	1,176	3,579	1,336	106
04.0801	M	437	36	401	18		90	253	83	13
MRKG MNGMT	F	502	11	491	20	1	89	306	125	9
	T	939	47	892	38	1	179	559	208	22
04.0802	M	4	1	3	2		4		1	
PERSONNEL	F	11	2	9	1		7		3	
	T	15	3	12	3		11		4	

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DECEMBER 22, 1992

		'--TOTAL ENROLLMENT---'			'----TARGET GROUPS----'			'-COOPERATIVE-'	'-JOB TRAINING-'	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0900	M	17	3	14	1			7		1
HOME BLDG	F	8		8	2			4		
	T	25	3	22	3			11		1
01.1100	M	23	1	22	6		9	15		1
HOTEL & LO	F	37	1	36	12		5	15		2
	T	60	2	58	18		14	30		3
04.1501	M	17		17						1
VOC MUSIC	F	12		12						
	T	29		29						1
04.1502	M	47	7	40	4		8	3		1
PERFORMING	F	64	5	59	1		7	8		3
	T	111	12	99	5		15	11		4
04.1800	M	1		1			1			
REC & TOUR	F	42	4	38	2		20		10	
	T	43	4	39	2		21		10	
04.1900	M	44	23	21	18		16	23		2
TRANSPORTA	F	17	2	15	9		5	4	1	
	T	61	25	36	27		21	27	1	2
04.3100	M	7	1	6			3	7		1
OTHER WHOL	F	10	1	9			10	10	5	1
	T	17	2	15			13	17	5	2
04.0000	M	3,211	288	2,923	215	7	739	1,928	699	83
MARKETING	F	3,988	227	3,761	186	3	980	2,494	1,026	78
EDUCATION	T	7,199	515	6,684	401	10	1,719	4,422	1,725	161

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		'--TOTAL ENROLLMENT---'			'----TARGET GROUPS----'			'-COOPERATIVE-'	'-JOB TRAINING-'	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.9999	M	6,392	6,372	20	744	11	5,526	6,361	13	65
OCC WORK A	F	4,255	4,240	15	215	5	3,684	4,235	8	58
	T	10,647	10,612	35	959	16	9,210	10,599	21	123
04.9999	M	6,392	6,372	20	744	11	5,526	6,361	13	65
OWA	F	4,255	4,240	15	215	5	3,684	4,235	8	58
TOTALS	T	10,647	10,612	35	959	16	9,210	10,599	21	123

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.0101	M	49	11	38	1	1	28		4	5
DEN ASST	F	459	31	428	19		209		146	14
	T	508	42	466	20	1	237		150	19
07.0103	M	22	1	21	6		5			1
DENTAL LAB	F	34		34		2	5		7	1
	T	56	1	55	6	2	10		7	2
07.0203	M	21	2	19			8		6	
MED LAB AS	F	96	5	91	2		57		19	1
	T	117	7	110	2		65		25	1
07.0302	M	4		4			1		1	
PRACT NURS	F	106	1	105			24		32	3
	T	110	1	109			25		33	3
07.0303	M	23	2	21	4		16		11	1
NURSE ASST	F	218	7	211	24	1	133	10	100	5
	T	241	9	232	28	1	149	10	111	6
07.0305	M	18	4	14			7		2	1
SURGICAL T	F	57	7	50			27		9	1
	T	75	11	64			34		11	2
07.0402	M	16	10	6	2		6			
PHYS THERA	F	16	6	10						
	T	32	16	16	2		6			
07.0603	M	28	5	23	2	1	12		2	
OPTOM ASST	F	34	7	27			19		5	1
	T	62	12	50	2	1	31		7	1
07.0904	M	13		13	2		3		3	
MED ASST	F	293	15	278	24	2	99		0	6
	T	306	15	291	26	2	102		73	6
07.0906	M	2		2	1		1		2	
COM HEA AI	F	46	2	44	12		38		20	
	T	48	2	46	13		39		22	
07.0913	M	1		1						
WARD CLERK	F	14		14	1					
	T	15		15	1					
07.0998	M	91	11	80	11		39	8	4	5
DIVER HLTH	F	983	65	918	76	5	465	35	49	25
	T	1,074	76	998	87	5	504	43	53	30

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.9960	M	30		30	3		17	28	14	1
DIVERSIFIE	F	531	3	528	42	3	234	514	293	9
	T	561	3	558	45	3	251	542	307	10
07.0000	M	318	46	272	32	2	143	36	49	14
HEALTH	F	2,887	149	2,738	200	13	1,310	559	750	66
EDUCATION	T	3,205	195	3,010	232	15	1,453	595	799	80

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0101	M	14,160	10,002	4,158	2,263	21	2,601		99	209
COMP HOMEM	F	27,460	21,884	5,576	2,708	74	4,076		123	320
	T	41,620	31,886	9,734	4,971	95	6,677		222	529
09.0102	M	1,560	282	1,278	129	1	223		20	37
CHILD DEVE	F	7,247	2,450	4,797	500	10	1,092		120	95
	T	8,807	2,732	6,075	629	11	1,315		140	132
09.0103	M	317	83	234	31		48		5	8
CLOTHING &	F	1,818	643	1,175	142	22	207		32	21
	T	2,135	726	1,409	173	22	255		37	29
09.0104	M	1,644	313	1,331	132	2	115		88	20
CONSUMER E	F	2,215	683	1,532	145	5	127		70	16
	T	3,859	996	2,863	277	7	242		158	36
09.0105	M	317	111	206	33		58		2	8
FAMILY HEA	F	456	159	297	46	3	55		1	5
	T	773	270	503	79	3	113		3	13
09.0106	M	4,888	894	3,994	483	9	635		143	107
FAMILY REL	F	8,420	1,679	6,741	500	20	902		180	116
	T	13,308	2,573	10,735	983	29	1,537		323	223
09.0107	M	7,959	1,703	6,256	657	26	695		156	120
FOODS & NU	F	10,071	2,640	7,431	533	66	825		213	122
	T	18,030	4,343	13,687	1,190	92	1,520		369	242
09.0108	M	961	120	841	101	1	99		33	30
HOME MNGMT	F	1,269	286	983	102	4	128		28	26
	T	2,230	406	1,824	203	5	227		61	56
09.0109	M	406	127	279	31		89		4	6
HOUSNG & H	F	1,329	410	919	72	11	214		15	18
	T	1,735	537	1,198	103	11	303		19	24
09.0111	M	1,578	586	992	160	4	343		134	38
WORK AND F	F	2,297	1,086	1,211	198	2	373		95	46
	T	3,875	1,672	2,203	358	6	716		229	84
09.0194	M	260	142	118	36		133		13	15
GRADS	F	3,334	1,820	1,514	381		1,587		77	150
	T	3,594	1,962	1,632	417		1,720		90	165
30.5004	M	917	224	693						
GRADS PGM	F	5,928	1,968	3,960						
	T	6,845	2,192	4,653						

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0195	M	5,292	5,286	6	757	13	2,618		11	17
CONSUM IMP	F	6,363	6,356	7	406	9	3,206		6	10
	T	11,655	11,642	13	1,163	22	5,824		17	27
09.0197	M									
F LIF HOUR	F	11	1	10	2		1			1
	T	11	1	10	2		1			1
09.0198	M	11	2	9	3		1		2	
F LIF PRES	F	34	9	25	3		2			
	T	45	11	34	6		3		2	
09.01	M	40,270	19,875	20,395	4,816	77	7,658		710	615
HOME EC.	F	78,252	42,074	36,178	5,738	226	12,797		960	946
USEFUL	T	118,522	61,949	56,573	10,554	303	20,455		1,670	1,561
09.0201	M	53	15	38	7		31	11	3	3
CHILD CARE	F	1,899	186	1,713	286	7	967	108	384	64
	T	1,952	201	1,751	293	7	998	119	387	67
09.0202	M	22	7	15	6		19	6	2	
FABRIC SVC	F	155	31	124	15	4	84	28	25	5
	T	177	38	139	21	4	103	34	27	5
09.0203	M	848	152	696	306		454	105	307	37
FOOD SVC	F	1,046	143	903	373	1	604	173	237	56
	T	1,894	295	1,599	679	1	1,058	278	544	93
09.0204	M	74	7	67	3		3	55	1	1
HOME FURN	F	144	18	126	10	1	8	79	22	2
	T	218	25	193	13	1	11	134	23	3
09.0205	M	178	43	135	119		86	51	22	3
COMM & HOM	F	534	168	366	305	1	290	130	78	14
	T	712	211	501	424	1	376	181	100	17
09.0223	M	23	3	20	12		12		10	
BAKER	F	23	3	20	11		13		5	1
	T	46	6	40	23		25		15	1
09.0296	M	88	20	68	10		4		2	
MULT GOAL	F	109	38	71	8				1	
	T	197	58	139	18		4		3	
09.0297	M	6		6						
SM BUS MGT	F	2		2						
	T	8		8						

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.02	M	1,292	247	1,045	463		609	228	337	44
HOME EC.	F	3,912	587	3,325	1,008	14	1,966	518	752	142
GAINFUL	T	5,204	834	4,370	1,471	14	2,575	746	1,089	186
09.0000	M	41,562	20,122	21,440	5,279	77	8,267	228	1,057	659
HOME EC.	F	82,164	42,661	39,503	6,746	240	14,763	518	1,712	1,088
EDUCATION	T	123,726	62,783	60,943	12,025	317	23,030	746	2,769	1,747

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0100	M	772	40	732	32	5	253	12	151	9
ACCOUNT &	F	1,829	67	1,762	61	9	622	30	424	26
	T	2,601	107	2,494	93	14	881	42	575	35
14.0105	M	30	1	29	2		6	6	16	1
BANK TELLE	F	209	11	198	5	1	73	33	63	11
	T	239	12	227	7	1	79	39	79	12
14.0200	M	481	26	455	30	1	141	1	97	12
BUS DP SYS	F	929	41	888	19	1	330	8	196	14
	T	1,410	67	1,343	49	2	471	9	293	26
14.0300	M	292	125	167	16	2	96	101	65	1
GENERAL OF	F	1,868	207	1,661	70	6	500	959	655	37
	T	2,160	332	1,828	86	8	596	1,060	720	38
14.0301	M	19		19	3		8		2	2
DUPLICATIN	F	44	3	41	2		16		2	2
	T	63	3	60	5		24		4	4
14.0302	M	29	15	14	16		11		4	2
CLERICAL S	F	202	32	170	49		96		31	14
	T	231	47	184	65		107		35	16
14.0303	M	150	16	134	8		22	49	25	4
OFFICE CLE	F	1,556	151	1,405	93	2	365	390	252	24
	T	1,706	167	1,539	101	2	387	439	277	28
14.0304	M	1		1						
AGENCY CLE	F	42	3	39	10		10		15	
	T	43	3	40	10		10		15	
14.0399	M	21		21	5		19		3	
OFF MACHS	F	82	6	76	8		26		21	4
	T	103	6	97	13		45		24	4
14.0400	M	31	12	19	2		17		1	
INFO COMM	F	414	49	365	20	1	191		73	4
	T	445	61	384	22	1	208		74	4
14.0402	M	112	21	91	16		41		13	2
CORRESP CL	F	1,117	125	992	38		380		269	27
	T	1,229	146	1,083	54		421		282	29
14.0406	M	1		1			1			
MED REC CL	F	87	4	83	2		36		10	
	T	88	4	84	2		37		10	

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0499	M	15		15	1				2	
ADMIN SUPP	F	315	6	309	8		65	15	82	4
	T	330	6	324	9		65	15	82	4
14.0500	M	4		4	4				2	
MTRL SUPPO	F	7		7	6		1		3	1
	T	11		11	10		1		5	1
14.0700	M	40		40	2		11	14	6	1
STENO & SE	F	1,088	44	1,044	39	1	353	173	196	15
	T	1,128	44	1,084	41	1	364	187	202	16
14.0702	M	19	1	18			5		3	
SEC, CLRK	F	1,527	58	1,469	48		416	18	433	38
	T	1,546	59	1,487	48		421	18	436	38
14.0799	M	4	2	2			1		1	
MED/LEGAL	F	383	48	335	6		190		104	9
	T	387	50	337	6		191		105	9
14.0800	M	72	1	71	5		18		13	1
SUPVR & AD	F	149		149	11	1	56		52	1
	T	221	1	220	16	1	74		65	2
14.0900	M	77	35	42	2		9	13	4	
TYPING & R	F	451	67	384	16		108	98	76	8
	T	528	102	426	18		117	111	80	8
14.9000	M	87	1	86	1		15	57	29	3
COMP BUS E	F	612	4	608	11	6	107	354	204	13
	T	699	5	694	12	6	122	411	233	16
14.9900	M	25		25	2		5	25	1	
MISC OFF	F	188	2	186	2		22	188	20	2
	T	213	2	211	4		27	213	21	2
14.0000	M	2,282	296	1,986	147	8	685	278	439	37
BUSINESS	F	13,099	928	12,171	524	31	3,969	2,271	3,181	254
EDUCATION	T	15,381	1,224	14,157	671	39	4,654	2,549	3,620	291

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		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	LIMITED ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
17.0100	M	405	58	347	64		208		123	21
AIR COND &	F	6	1	5			5			
	T	411	59	352	64		213		123	21
17.0200	M	117	71	46	24		94		8	6
APPL REPAI	F	1	1				1			
	T	118	72	46	24		95		8	6
17.0301	M	2,351	281	2,070	556	14	1,218	13	431	122
BODY & FEN	F	49	9	40	10		25	1	11	1
	T	2,400	290	2,110	566	14	1,243	14	442	123
17.0302	M	3,583	469	3,114	626	17	1,722		808	186
MECHANICS	F	99	12	87	9		40		12	3
	T	3,682	481	3,201	635	17	1,762		820	189
17.0303	M	210	45	165	130		88		53	3
SPECIALIZA	F	3	3		3		3			
	T	213	48	165	133		91		53	3
17.0304	M	38		38	11		1		11	
AUTO TECH	F									
	T	38		38	11		1		11	
17.0400	M	231	115	116	8		164		18	2
AVIATION O	F	62	37	25	1		48			
	T	293	152	141	9		212		18	2
17.0401	M	110	44	66	6		39		25	
AIRCRAFT M	F	17	13	4			7			
	T	127	57	70	6		46		25	
17.0600	M	72	12	60	7		36		15	1
BUS MACH M	F	10		10			3			
	T	82	12	70	7		39		15	1
17.0700	M	531	81	450	56	3	226	13	124	10
COMM ART O	F	317	19	298	14	1	111	13	93	9
	T	848	100	748	70	4	337	26	217	19
17.0801	M	15	8	7	2		11			
MARITIME O	F									
	T	15	8	7	2		11			
17.0802	M	110	50	60	13		78		40	3
MARINE MAI	F	5	2	3			3		1	
	T	115	52	63	13		81		41	3

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0900	M	75	8	67	10		35		16	1
COMM PHOTO	F	78	5	73	5		36		18	
	T	153	13	140	15		71		34	1
17.1001	M	2,594	266	2,328	465	2	1,154		633	83
CARPENTRY	F	51	17	34	10		30		10	4
	T	2,645	283	2,362	475	2	1,184		643	87
17.1002	M	1,037	35	1,002	117		453		273	35
ELECTRICIA	F	27	1	26			12		6	1
	T	1,064	36	1,028	117		465		279	36
17.1004	M	505	106	399	122		301		127	35
MASONRY	F	5	2	3			2		1	
	T	510	108	402	122		303		128	35
17.1005	M	33	7	26	17				4	1
PAINT & DE	F	1		1					1	
	T	34	7	27	17				5	1
17.1007	M	80	5	75	11	1	35		14	8
PLMBG & PI	F	3		3			1			
	T	83	5	78	11	1	36		14	8
17.1011	M	1,208	253	955	372	10	728		172	54
BLDG MAINT	F	56	22	34	12		46		4	3
	T	1,264	275	989	384	10	774		176	57
17.1012	M	195	22	173	43		72		52	5
INDUST MAI	F	8	3	5	1		1			
	T	203	25	178	44		73		52	5
17.1013	M	24	8	16	4		17		11	13
RSL FLOOR	F									
	T	24	8	16	4		17		11	13
17.1016	M	15	9	6	3	1	1			3
MOBILE HM	F									
	T	15	9	6	3	1	1			3
17.1100	M	152	46	106	146		60	10	23	2
CUSTODIAL	F	21	6	15	20		9		4	1
	T	173	52	121	166		69	10	27	3
17.1200	M	325	53	272	91	1	123		42	20
DIESEL MEC	F	8	2	6	2		3		1	
	T	333	55	278	93	1	126		43	20

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.1300	M	1,545	111	1,434	115	4	634	11	417	47
DRAFTING O	F	215	6	209	6		81	4	53	2
	T	1,760	117	1,643	121	4	715	15	475	49
17.1402	M	30		30	3		13		12	
POWER TRAN	F									
	T	30		30	3		13		12	
17.1503	M	2,080	132	1,948	152	14	820	22	537	44
ELECTRONIC	F	133	10	123	4		65	4	23	4
	T	2,213	142	2,071	156	14	885	26	560	48
17.1504	M	40	6	34	4		21		11	2
TELE-COMM	F	3		3			2		2	
	T	43	6	37	4		23		13	2
17.1900	M	917	149	768	151	13	439	13	203	20
GRAPHIC OC	F	629	51	578	74	5	272	8	176	22
	T	1,546	200	1,346	225	18	711	21	384	42
17.2004	M	30		30	3		18		12	
IND LAB AS	F	4		4					4	
	T	34		34	3		18		16	
17.2302	M	1,713	112	1,601	183	4	715	12	442	59
MACH SHOP	F	63	2	61	8		30		17	5
	T	1,776	114	1,662	191	4	745	12	459	64
17.2304	M	54	1	53	1		51		16	3
METAL FAB	F	9		9			7		1	
	T	63	1	62	1		58		17	3
17.2305	M	26	15	11	1	4	10		5	1
SHEET META	F	2	1	1						
	T	28	16	12	1	4	10		5	1
17.2306	M	2,015	356	1,659	425	4	1,081		467	92
WELDING &	F	60	13	47	5		28		9	8
	T	2,075	369	1,706	430	4	1,109		476	100
17.2601	M	12	12				12		3	
BARBERING	F									
	T	12	12				12		3	
17.2602	M	62	7	55	10		31		10	3
COSMETOLOG	F	3,718	263	3,455	205	17	1,556		910	86
	T	3,780	270	3,510	215	17	1,587		920	89

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.2700	M	9		9	3		6		1	2
PLASTICS C	F	6		6			3		1	
	T	15		15	3		9		2	2
17.2301	M	19	9	41	10		1		13	1
BASIC FIRE	F	5		5						
	T	51	8	46	10		1		13	1
17.2302	M	466	31	435	47		212		104	12
BASIC LAW	F	240	8	232	11		111		62	7
	T	706	39	667	58		336		166	19
17.3000	M	7		7						
REFRIGERAT	F	1		1						
	T	8		8						
17.3100	M	157	25	132	50		71		17	3
SMALL ENG	F	1		1						
	T	158	25	133	50		71		17	3
17.3601	M	41	12	29	9		17		6	4
MILLWRK &	F	1	1				1			
	T	42	13	29	9		18		6	4
17.3602	M	16	1	15	4		6			
WOOD PATTE	F	1		1			1			
	T	17	1	16	4		7			
17.9960	M	467	2	465	33	1	164	452	209	28
DIV COOP T	F	252		252	13	1	71	249	121	10
	T	719	2	717	46	2	235	701	330	38
17.9996	M	179	74	105	166		47		4	4
ADJUSTMENT	F	109	41	68	102		19		4	
	T	288	115	173	268		66		8	4
17.9998	M	206	123	83	75	1	180		6	16
OCC LAB	F	91	39	52	27		80		5	7
	T	297	162	135	102	1	260		11	23
17.9999	M	8,393	3,065	5,328	705	34	7,363	8,393	955	697
OCC WORK E	F	4,409	1,310	3,099	200	19	3,831	4,409	498	349
	T	12,802	4,375	8,427	905	53	11,194	12,802	1,453	1,046
17.0000	M	32,530	6,294	26,236	5,054	128	18,784	8,939	6,478	1,652
T & I	F	10,779	1,900	8,879	742	43	6,547	4,688	2,053	522
EDUCATION	T	43,309	8,194	35,115	5,796	171	25,331	13,627	8,531	2,174

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		'--TOTAL ENROLLMENT---'			'----TARGET GROUPS----'			'-COOPERATIVE-'	'-JOB TRAINING-'	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
99.0101	M	21		21						
ARTS & SCI	F	28	2	26			1		1	
	T	49	2	47			1		1	
99.0202	M	19		19			1			
BUS. ADMIN	F	22		22					1	
	T	41		41			1		1	
99.0204	M	17		17						
HLTH & MED	F	32		32						
	T	49		49						
99.0205	M	13		13						
SOCIAL SCI	F	24		24						
	T	37		37						
99.0361	M	2,586	119	2,467	447		1,502		1,034	119
ENTREPRE	F	1,220	19	1,201	131		667		698	54
	T	3,806	138	3,668	578		2,169		1,732	173
99.0362	M	5,677	853	4,824	978		2,414		743	310
EMPLOY SKI	F	3,817	512	3,305	372	3	1,519		460	138
	T	9,494	1,365	8,129	1,350	3	3,933		1,203	448
99.0371	M	462	148	314	485	1	149	462	76	5
VOC COORD	F	264	63	201	270		80	264	37	3
	T	726	211	515	755	1	229	726	113	8
30.5003	M	7,798	6,555	1,243						
VOC EVAL	F	4,635	3,565	1,070						
	T	12,433	10,120	2,313						
99.0000	M	16,593	7,675	8,918	1,910	1	4,066	462	1,853	434
SPECIAL	F	10,042	4,161	5,881	773	3	2,267	264	1,197	195
PROGRAMS	T	26,635	11,836	14,799	2,683	4	6,333	726	3,050	629

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
STATE	M	116,336	48,506	67,830	15,635	251	40,510	18,650	11,193	3,130
TOTAL	F	130,506	55,803	74,703	9,784	341	34,202	15,132	10,217	2,327
	T	246,842	104,309	142,533	25,419	592	74,712	33,782	21,710	5,457

Appendix B

Composite Closing Postsecondary Adult Closing Enrollments for all Funded and Non-Funded Full-time and Part-time Programs Operated During FY92

This report is compiled from closing Vocational Education Data Systems (VEDS) information submitted on VE-22 closing reports.

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		PROGRAM LEVEL: TOTAL ENROLLMENT	CHILD CARE: BELOW GR 11	CHILD CARE: ABOVE GR 10	POST SEC.: TOTAL	POST SEC.: ASSOC. DEGREE	ADULT: FULL TIME	ADULT: PART TIME	APPREN.	TARGET GROUPS: HANDICAPPED	TARGET GROUPS: LIMITED ENGLISH PRO.	TARGET GROUPS: DISADVANTAGE	COOPERATIVE: SEC.	NON PROFIT: POST-SEC.	NON PROFIT: PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	PROGRAM: JOB TRAINING COMPLETERS	PROGRAM: LEAVERS
AGRICULTUR	M	5945					1362	4583		54		115				728	8
EDUCATION	F	4215					977	3238		19	2	98				581	7
	T	10160					2339	7821		73	2	213				1309	15
MARKETING	M	9985					4213	5772		46	17	192	8	209		11	9
EDUCATION	F	10602					3744	6858		58	11	612	21	188		67	13
	T	20587					7957	12630		104	28	804	29	397		78	22
HEALTH	M	16180					726	15454		22	2	296	119			269	103
EDUCATION	F	22754					5088	17666		52	2	2445	1332			2898	1017
	T	38934					5814	33120		74	4	2741	1451			3167	1120
HOME EC.	M	2048					1754	294		47	17	818	7			115	73
GAINFUL	F	13340					7430	5910		211	143	4248	35			126	49
	T	15388					9184	6204		258	160	5066	42			241	122
HOME EC.	M	6108	2316		2316		2140	1652		124	63	3937					
USEFUL	F	17194	2320		2320		9716	5158		454	174	10983					
	T	23302	4636		4636		11856	6810		578	237	14920					
HOME EC.	M	8156	2316		2316		3894	1946		171	80	4755	7			115	73
EDUCATION	F	30534	2320		2320		17146	11068		665	317	15231	35			126	49
	T	38690	4636		4636		21040	13014		836	397	19986	42			241	122
BUSINESS	M	12812					2033	10779		55	9	351	5	60		188	71
EDUCATION	F	37891					7138	30753		172	24	2889	239	89		1772	456
	T	50703					9171	41532		227	33	3240	244	149		1960	527
T & I	M	66641					12237	49030	5374	115	62	3947	132	185		1923	949
EDUCATION	F	9690					2311	7068	311	47	8	711	7	15		142	77
	T	76331					14548	56098	5685	162	70	4658	139	200		2065	1026
CBO	M	260					260					260				104	
GRANTS	F	230					230					230				46	
	T	490					490					490				150	
TRANSITION	M	3002					2978	24		60	8	1333					
PROGRAMS	F	4555					4496	59		96	16	2358					
	T	7557					7474	83		156	24	3691					
STATE	M	122981	2316		2316		27703	87588	5374	523	178	11249	271	454		3338	1213
TOTAL	F	120471	2320		2320		41130	76710	311	1109	380	24574	1634	292		5632	1619
	T	243452	4636		4636		68833	164298	5685	1632	558	35823	1905	746		8970	2832

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH PRO.	HANDICAPPED	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
01.0100	M	679						679	2		1				
AG PRODUCT	F	118						118							
	T	797						797	2		1				
01.0101	M	58					1	57							
AN P&C-SM	F	303					21	282	2	1	5			13	
	T	361					22	339	2	1	5			13	
01.0104	M	3666					1295	2371	20		41			673	3
FARM BUS M	F	1336					872	464	4		33			500	1
	T	5002					2167	2835	24		74			1173	4
01.0131	M	29						29							
AN P&C-EQU	F	74						74							
	T	103						103							
01.0200	M	59						59							
AG SUPPLIE	F	19						19							
	T	78						78							
01.0300	M	228						228	1		17				
AG IND EQU	F	27						27							
	T	255						255	1		17				
01.0400	M	9						9							
AG PRODUCT	F	2						2							
	T	11						11							
01.0500	M	870					66	804	31		54			55	5
HORTICULTU	F	2251					84	2167	13	1	60			68	6
	T	3121					150	2971	44	1	114			123	11
01.0600	M	36						36							
AG RES	F	6						6							
	T	42						42							
01.0699	M	191						191							
ENVIRON MA	F	42						42							
	T	233						233							
01.0700	M	11						11							
FORESTRY	F														
	T	11						11							
01.9900	M	109						109			2				
OTHER AG	F	37						37							
	T	146						146			2				

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	LIMITED HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
01.00	M	5945					1362	4583		54		115			728	8
AGRICULTUR	F	4215					977	3238		19	2	98			581	7
EDUCATION	T	10160					2339	7821		73	2	213			1309	15
01.00	M															
AGRICULTUR	F															
IEP TOTALS	T															

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT		PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH PRO.	DISADVANTAGE	HANDICAPPED	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
04.0100 ADVT SVCS	M	9						9							
	F	32						32							
	T	41						41							
04.0102 TELEVISION	M	4						4							
	F	11						11							
	T	15						15							
04.0200 APPAREL &	M	4						4							
	F	12						12							
	T	16						16							
04.0300 AUTOMOTIVE	M	3						3		1					
	F	24						24	1	3					
	T	27						27	1	4					
04.0800 GENERAL MD	M	2495					20	2475	9	80	8	95		11	8
	F	3386					42	3344	6	245	21	164		28	8
	T	5881					62	5819	15	325	29	259		39	16
04.0801 MRKG MNGMT	M	2786					1894	892	28	11 67					1
	F	2746					1719	1027	16	9 179				30	3
	T	5532					3613	1919	44	20 246				30	4
04.0802 PERSONNEL	M	16						16							
	F	34						34							
	T	50						50							
04.0803 SPV ADMN O	M	4417					2299	2118	7	6 16			50		
	F	3986					1972	2014	32	2 89			5		
	T	8403					4271	4132	39	8 105			55		
04.1000 HOME FURNI	M	1						1							
	F	19						19							
	T	20						20							
04.1100 HOTEL & LO	M	41						41							
	F	146						146							
	T	187						187							
04.1400 INTL TRADE	M	47						47							
	F	19						19							
	T	66						66							
04.1700 REAL ESTAT	M	41						41							
	F	38						38							
	T	79						79							

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		PROGRAM LEVEL: TOTAL ENROLLMENT	CHILD CARE: BELOW GR 11	CHILD CARE: ABOVE GR 10	POST SEC.: TOTAL	POST SEC.: ASSOC. DEGREE	ADULT: FULL TIME	ADULT: PART TIME	TARGET GROUPS: LIMITED ENGLISH PRO.	TARGET GROUPS: HANDICAPPED	TARGET GROUPS: DISADVANTAGE	COOPERATIVE: POST-SEC.	NON PROFIT-PRIV. SCHOOL ENROLLMENT: TOTAL (COOP)	PROGRAM: JOB TRAINING COMPLETERS	PROGRAM: LEAVERS
04.1800	M														
REC & TOUR	F	11					11				1			9	2
	T	11					11				1			9	2
04.1900	M	82						82					64		
TRANSPORTA	F	34						34					19		
	T	116						116					83		
04.9933	M	39						39		2	28				
VENT BUSI	F	104						104		3	95				
	T	143						143		5	123				
04.00	M	9985					4213	5772	46	17	192	8	209	11	9
MARKETING	F	10602					3744	6858	58	11	612	21	188	67	13
EDUCATION	T	20587					7957	12630	104	28	804	29	397	78	22
04.00	M														
MARKETING	F														
IEP TOTALS	T														

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH PRO.	HANDICAPPED	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
07.0101	M														
DEN ASST	F	217					38	179	1	1	23			30	6
	T	217					38	179	1	1	23			30	6
07.0103	M	14						14							
DENTAL LAB	F	22						22							
	T	36						36							
07.0203	M	4						4							
MED LAB AS	F	102						102							
	T	106						106							
07.0301	M	17						17							
NURSE	F	149						149							
	T	166						166							
07.0302	M	317					300	17	5	1	146			149	59
PRACT NURS	F	3558					3016	542	21		1526			1697	364
	T	3875					3316	559	26	1	1672			1846	423
07.0303	M	47					18	29	1		17	3		7	5
NURSE ASST	F	896					164	732	1		181	48		91	27
	T	943					182	761	2		198	51		98	32
07.0304	M														
PSYCH AIDE	F	22						22							
	T	22						22							
07.0305	M	4					4				1			4	
SURGICAL T	F	23					23				11			23	
	T	27					27				12			27	
07.0307	M	10						10			2				
HOME HEA A	F	146						146			23				
	T	156						156			25				
07.0399	M	225					139	86	1		34	116		108	31
ADLT NURSE	F	2102					1434	668	8		334	1284		866	566
	T	2327					1573	754	9		368	1400		974	597
07.0401	M	1						1							
OCC THERAP	F	48						48							
	T	49						49							
07.0501	M														
RADIOLOGIC	F	31						31							
	T	31						31							

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RESEARCH, SURVEY, EVALUATION AND EXEMPLARY PROGRAMS

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COMPOSITE ADULT

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SEPTEMBER 24, 1992

		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH PROF.	DISADVANTAGE HANDICAPPED	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
07.0603	M	73						73							
OPTOM ASST	F	118						118							
	T	191						191							
07.0902	M	4						4							
ELCT/CARD	F	26						26							
	T	30						30							
07.0904	M	118					2	116						1	
MED ASST	F	847					173	674	2		108			123	24
	T	965					175	790	2		108			124	24
07.0906	M														
COM HEA AI	F	16						16							
	T	16						16							
07.0907	M	3862					252	3610	7		67				
BASIC EMT	F	2191					126	2065	8		42				
	T	6053					378	5675	15		109				
07.0911	M	38						38							
MED REC TE	F	395						395	6		63				
	T	433						433	6		63				
07.0913	M														
WARD CLERK	F	65						65			5				
	T	65						65			5				
07.0917	M	5084						5084	2	1	7				
REFRESHER	F	1699						1699	1	1	2				
	T	6783						6783	3	2	9				
07.0927	M	8						8							
ADVANCED E	F	10						10			1				
	T	18						18			1				
07.0937	M	72						72			1				
INSTRUCTOR	F	24						24							
	T	96						96			1				
07.0947	M	123						123			2				
ADVANCED E	F	78						78							
	T	201						201			2				
07.0957	M	12						12							
ADVANCED E	F	5						5							
	T	17						17							

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07.0967	M	23						23						
ADVANCED E	F	19						19						
	T	42						42						
07.0977	M	44						44						
ADV EMT -	F	30						30						
	T	74						74						
07.0987	M	106					7	99		7				4
EMT PARAME	F	25					3	22		4				1
	T	131					10	121		11				5
07.0997	M	5555						5555	2	3				
OTHER EMT	F	5573						5573		1				
	T	11128						11128	2	4				
07.0998	M	6					4	2		4				4
DIVER HLTH	F	167					111	56	2	95			68	29
	T	173					115	58	2	99			68	33
07.1700	M	413						413	4	5				
HLTH SUPV	F	4150						4150	2	26				
	T	4563						4563	6	31				
07.00	M	16180					726	15454	22	2 296	119		269	103
HEALTH	F	22754					5088	17666	52	2 2445	1332		2898	1017
EDUCATION	T	38934					5814	33120	74	4 2741	1451		3167	1120
07.00	M													
HEALTH	F													
IEP TOTALS	T													

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09.0101	M	22						22		1					
COMP HOMEM	F	164						164		1					
	T	186						186		2					
09.0102	M	578						578			1	4			
CHILD DEVE	F	1395						1395		1		68			
	T	1973						1973		1	1	72			
09.0103	M	18						18							
CLOTHING &	F	482						482							
	T	500						500							
09.0104	M	459						459		1		3			
CONSUMER E	F	767						767		1		8			
	T	1226						1226		2		11			
09.0105	M	106						106		1					
FAMILY HEA	F	273						273		1		3			
	T	379						379		2		3			
09.0106	M	172						172							
FAMILY REL	F	663						663				21			
	T	835						835				21			
09.0107	M	89						89							
FOODS & NU	F	615						615							
	T	704						704							
09.0108	M	7						7							
HOME MNGMT	F	45						45							
	T	52						52							
09.0109	M	201						201				2			
HOUSNG & H	F	754						754				11			
	T	955						955				13			
09.0198	M	2316	2316		2316					56	30	2052			
F LIF PRES	F	2320	2320		2320					101	34	2071			
	T	4636	4636		4636					157	64	4123			
09.0199	M	2140					2140			65	32	1876			
F LIF ADUL	F	9716					9716			349	140	8801			
	T	11856					11856			414	172	10677			
09.01	M	6108	2316		2316		2140	1652		124	63	3937			
HOME EC.	F	17194	2320		2320		9716	5158		454	174	10983			
USEFUL	T	23302	4636		4636		11856	6810		578	237	14920			

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		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. ASSOC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE	HANDICAPPED	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
09.0201 CHILD CARE	M	59						59							
	F	4884					162	4722	6	2	248	19		65	22
	T	4943					162	4781	6	2	248	19		65	22
09.0202 FABRIC SVC	M	36					36				33			11	10
	F	46					46			1	41			25	17
	T	82					82			1	74			36	27
09.0203 FOOD SVC	M	293					218	75	2		190	7		72	52
	F	562					88	474			76	16		31	8
	T	855					306	549	2		266	23		103	60
09.0204 HOME FURN	M	77						77							
	F	391						391							
	T	468						468							
09.0205 COMM & HOM	M	46					43	3	35		46			32	11
	F	71					7	64	2	2	48			5	2
	T	117					50	67	37	2	94			37	13
09.0223 BAKER	M	13						13							
	F	127						127							
	T	140						140							
09.0295 WORK AND F	M	1336					1336		8	17	455				
	F	4718					4718		35	136	1712				
	T	6054					6054		43	153	2167				
09.0296 MULT GOAL	M	41					41				41				
	F	581					581		12	1	565				
	T	622					622		12	1	606				
09.0297 SM BUS MGT	M	67						67							
	F	132						132	3						
	T	199						199	3						
09.0299 DISPLACED	M	80					80		2		53				
	F	1828					1828		153	1	1558				
	T	1908					1908		155	1	1611				
09.02 HOME EC. GAINFUL	M	2048					1754	294	47	17	818	7		115	73
	F	13340					7430	5910	211	143	4248	35		126	49
	T	15388					9184	6204	258	160	5066	42		241	122
09.00 HOME EC. EDUCATION	M	8156	2316		2316		3894	1946	171	80	4755	7		115	73
	F	30534	2320		2320		17146	11068	665	317	15231	35		126	49
	T	38690	4636		4636		21040	13014	836	397	19986	42		241	122

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09.00	M														
HOME EC.	F	1													
IEP TOTALS	T	1													

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14.0100 ACCOUNT &	M	1791					44	1747		3	1	32		3	14	21	9
	F	5828					275	5553		16	1	301		22	19	138	40
	T	7619					319	7300		19	2	333		25	33	159	49
14.0200 BUS DP SYS	M	844					87	757		5		90			6	51	20
	F	1338					70	1268		12		99			6	37	10
	T	2182					157	2025		17		189			12	88	30
14.0300 GENERAL OF	M	8293					218	8075		44	4	226		2	40	116	42
	F	26277					2817	23460		134	19	2444		217	64	1588	402
	T	34570					3035	31535		178	23	2670		219	104	1704	444
14.0400 INFO COMM	M	22						22									
	F	88						88									
	T	110						110									
14.0700 STENO & SE	M	1						1									
	F	47					23	24				15				9	4
	T	48					23	25				15				9	4
14.0799 MED/LEGAL	M																
	F	17						17				6					
	T	17						17				6					
14.0800 SUPVR & AD	M	141						141				1					
	F	221						221				1					
	T	362						362				2					
14.0900 TYPING & R	M	10						10									
	F	76						76		1							
	T	86						86		1							
14.9900 MISC OFF	M	1710					1684	26		3	4	2					
	F	3999					3953	46		9	4	23					
	T	5709					5637	72		12	8	25					
14.00 BUSINESS EDUCATION	M	12812					2033	10779		55	9	351		5	60	188	71
	F	37891					7138	30753		172	24	2889		239	89	1772	456
	T	50703					9171	41532		227	33	3240		244	149	1960	527
14.00 BUSINESS IEP TOTALS	M																
	F																
	T																

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17.0100 AIR COND &	M	1538					297	1176	65	1	153				130	52
	F	30					11	19			6				6	
	T	1568					308	1195	65	1	159				136	52
17.0101 COOLING	M	24						24								
	F															
	T	24						24								
17.0102 HEATING	M	127						95	32		17					
	F	7						4	3							
	T	134						99	35		17					
17.0103 VENTILATIN	M	58						58						25		
	F	3						3						1		
	T	61						61						26		
17.0200 APPL REPAI	M	11					2	9							2	
	F	19					18	1							13	5
	T	30					20	10							15	5
17.0301 BODY & FEN	M	347					110	237			4 77				54	29
	F	13					3	10			3					
	T	360					113	247			4 80				54	29
17.0302 MECHANICS	M	2340					579	1759	2	24	7 437		66		260	116
	F	83					35	48		1	1 28		1		8	11
	T	2423					614	1807	2	25	8 465		67		268	127
17.0303 SPECIALIZA	M	93						93								
	F	2						2								
	T	95						95								
17.0304 AUTO TECH	M	1147					1147				3					
	F	67					67									
	T	1214					1214				3					
17.0400 AVIATION O	M	37					14	23			6				14	
	F	6						6								
	T	43					14	29			6				14	
17.0401 AIRCRAFT M	M	116					116				25				90	18
	F	2					2								2	
	T	118					118				25				92	18
17.0402 AIRCRAFT O	M	25						25								
	F	7						7								
	T	32						32								

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17.0403	M	11						11									
GROUND OPE	F	6						6									
	T	17						17									
17.0600	M	111					51	60				50				13	10
BUS MACH M	F	25					4	21		1		4				3	
	T	136					55	81		1		54				16	10
17.0700	M	57						57									
COMM ART O	F	179						179									
	T	236						236									
17.0801	M	32						32									
MARITIME O	F	21						21									
	T	53						53									
17.0802	M	93					16	77		3		4				11	5
MARINE MAI	F	1						1									
	T	94					16	78		3		4				11	5
17.0900	M	165						165									
COMM PHOTO	F	254						254									
	T	419						419									
17.1001	M	1034					171	755	108	4	3	235	40			68	30
CARPENTRY	F	141					5	111	25			6				3	2
	T	1175					176	866	133	4	3	241	40			71	32
17.1002	M	4214					410	2403	1401			340		41		150	61
ELECTRICIA	F	211					10	125	76			7		2		3	
	T	4425					420	2528	1477			347		43		153	61
17.1003	M	330						316	14								
HEAVY EQUI	F	56						50	6								
	T	386						366	20								
17.1004	M	479					138	178	163	1		149				50	36
MASONRY	F	11						3	8								
	T	490					138	181	171	1		149				50	36
17.1005	M	33						6	27								
PAINT & DE	F	40						36	4								
	T	73						42	31								
17.1006	M	20							20								
PLAST & DR	F																
	T	20							20								

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17.1007	M	1149						390	759	2	1	28					
PLMBG & PI	F	74						30	44		1						
	T	1223						420	803	2	2	28					
17.1010	M	18							18								
ROOFING	F																
	T	18							18								
17.1011	M	983					712	254	17	13	1	566	14		275	121	
BLDG MAINT	F	124					54	70		4		51	3		20	5	
	T	1107					766	324	17	17	1	617	17		295	126	
17.1012	M	1138					209	687	242	6	1	126		50	84	67	
INDUST MAI	F	62					11	36	15			7		3	6	1	
	T	1200					220	723	257	6	1	133		53	90	68	
17.1013	M	8						8									
RSL FLOOR	F																
	T	8						8									
17.1014	M	154							154								
ASBESTOS W	F	15							15								
	T	169							169								
17.1021	M	21						21						21			
LAND SURVE	F	4						4						4			
	T	25						25						25			
17.1100	M	7						7									
CUSTODIAL	F	6						6									
	T	13						13									
17.1200	M	119					27	92				26			10	2	
DIESEL MEC	F	3					1	2				1				1	
	T	122					28	94				27			10	3	
17.1201	M	18						18									
MINE MAINT	F																
	T	18						18									
17.1300	M	1607					71	1526	10	3	4	85			45	10	
DRAFTING O	F	367					22	339	6		1	20			12	10	
	T	1974					93	1865	16	3	5	105			57	20	
17.1402	M	12						12									
POWER TRAN	F																
	T	12						12									

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17.1403 MOTOR REPA	M	52						52								
	F	2						2								
	T	54						54								
17.1503 ELECTRONIC	M	1252					290	712	250	8	2	209			87	49
	F	194					17	166	11			13			4	2
	T	1446					307	908	211	8	2	222			91	51
17.1700 SUPV MGMT	M	4480						4480		1						
	F	1611						1611				1				
	T	6091						6091		1		1				
17.1701 DIV INDUST	M	6413					6413				15					
	F	1812					1812									
	T	8225					8225				15					
17.1900 GRAPHIC OC	M	130					67	63			1	65			35	10
	F	64					6	58		1	1	2			2	
	T	194					73	121		1	2	67			37	10
17.2000 CHEM LAB	M	28						28				11				
	F	7						7				2				
	T	35						35				13				
17.2004 IND LAB AS	M	6					6			6		6			3	1
	F	8					8			8		8			1	5
	T	14					14			14		14			4	6
17.2301 FOUNDRY	M	26						1	25							
	F															
	T	26						1	25							
17.2302 MACH SHOP	M	5503					512	4289	702	5	20	313			212	110
	F	681					59	613	9		2	47			19	23
	T	6184					571	4902	711	5	22	360			231	133
17.2303 MACH TOOL	M	72						72				2				
	F	6						6								
	T	78						78				2				
17.2304 METAL FAB	M	43							43							
	F	2							2							
	T	45							45							
17.2305 SHEET META	M	459					14	66	379						13	
	F	56					1	4	51						1	
	T	515					15	70	430						14	

		TOTAL ENROLL-MENT	PROGRAM LEVEL: CHILD CARE: BELOW GR 11	CHILD CARE: ABOVE GR 10	POST SEC.: TOTAL	POST SEC.: ASSOC. DEGREE	ADULT: FULL TIME	ADULT: PART TIME	ADULT: APPREN.	TARGET GROUPS: LIMITED ENGLISH PRO.	TARGET GROUPS: HANDI-CAPPED	TARGET GROUPS: DISAD-VANTAGE	COOPERATIVE: POST-SEC.	NON PROFIT-PRIV. SCHOOL ENROLLMENT: TOTAL	NON PROFIT-PRIV. SCHOOL ENROLLMENT: (COOP)	PROGRAM: JOB TRAINING COM-PLETERS	PROGRAM: LEAVERS
17.2306	M	2673					399	2087	187	5	2	319				131	144
WELDING &	F	177					19	139	19			35				7	5
	T	2850					418	2226	206	5	2	354				138	149
17.2307	M	855						288	567								
TOOL & DIE	F	37						32	5								
	T	892						320	572								
17.2310	M	153						34	119								
IRON WORKE	F	11						2	9								
	T	164						36	128								
17.2400	M	65						65									
METALLURGY	F	8						8									
	T	73						73									
17.2510	M	47						47									
CERAMIC MA	F	23						23									
	T	70						70									
17.2601	M	46					46					46				11	16
BARBERING	F																
	T	46					46					46				11	16
17.2602	M	6					6									2	2
COSMETOLOG	F	117					107	10				56				21	7
	T	123					113	10				56				23	9
17.2700	M	73						73				7		17			
PLASTICS O	F	9						9				2		3			
	T	82						82				9		20			
17.2801	M	714					15	699		1		2					
BASIC FIRE	F	43					10	33									
	T	757					25	732		1		2					
17.2802	M	731					52	679				41					
BASIC LAW	F	105					6	99				6					
	T	836					58	778				47					
17.2804	M	83						83									
SCH BUS DR	F	60						60									
	T	143						143									
17.2805	M	337						337									
BAS FIRE S	F	19						19									
	T	356						356									

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CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
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		PROGRAM LEVEL: TOTAL ENROLLMENT	CHILD CARE: BELOW GR 11	CHILD CARE: ABOVE GR 10	POST SEC.: TOTAL	POST SEC.: ASSOC. DEGREE	ADULT: FULL TIME	ADULT: PART TIME	ADULT: APPREN.	TARGET GROUPS: LIMITED ENGLISH PRO. HANDICAPPED	TARGET GROUPS: DISADVANTAGE	COOPERATIVE: POST-SEC.	NON PROFIT-PRIV. SCHOOL ENROLLMENT: TOTAL (COOP)	PROGRAM: JOB TRAINING COMPLETERS	PROGRAM: LEAVERS
17.2806	M	2700						2700		1	1				
BASIC VOLU	F	353						353		1					
	T	3053						3053		2	1				
17.2807	M	442						442			3				
FIRE FIGHT	F	45						45			1				
	T	487						487			4				
17.2811	M	323						323			17				
REF FIREFI	F	12						12			4				
	T	335						335			21				
17.2814	M	1123					74	1049		10	1 250			65	9
TRUCK DRIV	F	80					6	74			19			6	
	T	1203					80	1123		10	1 269			71	9
17.2815	M	19						19							
REF FIRE S	F	1						1							
	T	20						20							
17.2816	M	2743						2743			2				
REF VOL FF	F	189						189							
	T	2932						2932			2				
17.2821	M	748						748							
ADV IN-SER	F	16						16							
	T	764						764							
17.2822	M	60						60							
AD IN-SER	F	3						3							
	T	63						63							
17.2826	M	973						973							
ADV VOL FF	F	50						50							
	T	1023						1023							
17.2831	M	44						44							
INSTR FF	F														
	T	44						44							
17.2832	M	15						15							
INST LAW E	F														
	T	15						15							
17.2836	M	11						11							
INST VOL F	F	1						1							
	T	12						12							

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH APPREN.	HANDICAPPED	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
17.2891	M	3659					3659			32				
OTHER FF	F	253					253			7				
	T	3912					3912			39				
17.2892	M	1170					1170			26				
OTHER LAW	F	161					161			7				
	T	1331					1331			33				
17.2895	M	25					25							
OTH FIRE S	F	2					2							
	T	27					27							
17.2896	M	7746					7746		1	19				
OTHER VOL	F	971					971			2				
	T	8717					8717		1	21				
17.2903	M	43				43				43			18	10
MEAT CUTTE	F													
	T	43				43				43			18	10
17.3000	M	241				29	164	48		9			23	5
REFRIGERAT	F	4				3		1		3			3	
	T	245				32	164	49		12			26	5
17.3100	M	510				94	416		3	104			31	22
SMALL ENG	F	14					14							
	T	524				94	430		3	104			31	22
17.3201	M	569					560	9		6				
EL PWR & G	F	18					18							
	T	587					578	9		6				
17.3202	M	1010					977	33	2					
PUMPING PL	F	43					43							
	T	1053					1020	33	2					
17.3203	M	189					189							
HYDRAULIC	F	26					26							
	T	215					215							
17.3400	M	32				32				32			9	9
LEATHERWOR	F													
	T	32				32				32			9	9
17.3500	M	46				37	9			37			21	2
UPHOLSTERI	F	44					44							
	T	90				37	53			37			21	2

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			PROGRAM LEVEL						TARGET GROUPS				COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH APPREN.	HANDICAPPED	DISADVANTAGE PRO.	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENPOLLMENT TOTAL	JOB TRAINING COMPLETERS	LEAVERS
17.3601	M	114						114								
MILLWRK &	F	36						36								
	T	150						150								
17.3602	M	10						10								
WOOD PATTE	F	28						28								
	T	38						38								
17.9901	M	115						105	10					31		
OTHER T &	F	86						84	2			66		2		
	T	201						189	12			66		33		
17.9911	M															
ORIEN WOME	F	349						349		26	2	293				
	T	349						349		26	2	293				
17.9960	M	38					38			15		18	12		6	3
DIV COOP T	F	14					14			5		4	3		2	
	T	52					52			20		22	15		8	3
17.00	M	66641					12237	49030	5374	115	62	3947	132	185	1923	949
T & I	F	9690					2311	7068	311	47	8	711	7	15	142	77
EDUCATION	T	76331					14548	56098	5685	162	70	4658	139	200	2065	1026
17.00	M	13														
T & I	F	3														
IEP TOTALS	T	16														

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		PROGRAM LEVEL							TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME APPREN.	LIMITED HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENPOLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
30.5002	M	260					260				260			104	
C B O GRAN	F	230					230				230			46	
	T	490					490				490			150	
30.00	M	260					260				260			104	
CBO GRANTS	F	230					230				230			46	
EDUCATION	T	490					490				490			150	
30.00	M														
CBO GRANTS	F														
IEP TOTALS	T														

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		PROGRAM LEVEL						TARGET GROUPS			COOPERATIVE	NON PROFIT	PROGRAM
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	ADULT APPREN.	LIMITED ENGLISH PRO.	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	LEAVERS
99.0313 TRANSITION	M	3002					2978	24		60	8 1333				
	F	4555					4496	59		96	16 2358				
	T	7557					7474	83		156	24 3691				
99.00 TRANSITION EDUCATION	M	3002					2978	24		60	8 1333				
	F	4555					4496	59		96	16 2358				
	T	7557					7474	83		156	24 3691				
99.00 TRANSITION IEP TOTALS	M														
	F														
	T														

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		PROGRAM LEVEL						TARGET GROUPS				COOPERATIVE	NON PROFIT	PROGRAM	
		TOTAL ENROLLMENT	CHILD CARE BELOW GR 11	CHILD CARE ABOVE GR 10	POST SEC. TOTAL	POST SEC. ASSOC. DEGREE	ADULT FULL TIME	ADULT PART TIME	LIMITED ENGLISH PRO.	HANDICAPPED	DISADVANTAGE	POST-SEC.	PRIV. SCHOOL ENROLLMENT TOTAL (COOP)	JOB TRAINING COMPLETERS	JOB TRAINING LEAVERS
STATE TOTAL	M	122981	2316		2316		27703	87588	5374	523	178 11249	271	454	3338	1213
	F	120471	2320		2320		41130	76710	311	1109	380 24574	1634	292	5632	1619
	T	243452	4636		4636		68833	164298	5685	1632	558 35823	1905	746	8970	2832
STATE IEP TOTAL	M	13													
	F	4													
	T	17													

Appendix C

TOTAL OCCUPATIONALLY SPECIFIC ASSOCIATE DEGREE ENROLLMENTS IN OHIO PUBLIC HIGHER EDUCATION INSTITUTIONS IN FY92

This appendix provides a summary of Fall 1991 enrollments in occupationally specific associate degree programs in Ohio public colleges and universities as reported through the Integrated Postsecondary Education Data System (IPEDS). The universe of possible respondents is listed below. Two branch colleges have no enrollments and are therefore labeled "N/A".

Sincere appreciation is extended to Mark Schaff, Director of the Ohio Occupational Information Coordinating Committee, who serves as the state IPEDS coordinator, and Thomas Bream, Program Analyst of the Ohio Department of Education, for their work in creating this table.

Part one of this section is an analysis of enrollments by individual program. The second part of this section is a summary of total enrollment by institution.

Cuyahoga Community College
Sinclair Community College
Owens Technical College
Muskingum Area Technical College
Stark Technical College
University of Akron (main campus)
Lorain County Community College
Shawnee State University
North Central Technical College
Central Ohio Technical College
Jefferson Technical College
Edison State Community College
Northwest Technical College
Ohio University - Chillicothe
University of Cincinnati - Walters
Kent State - Trumbull
Kent State - Ashtabula
Kent State - Salem
Ohio State University - ATI
University of Cincinnati - Clermont
Miami - Middletown -- N/A
University of Akron - Wayne
Owens Tech South
Wright State University - Western branch
Hocking Technical College
Columbus State College
University of Toledo (Com-Tech)
Belmont Technical College
Lima Technical College
Cincinnati Technical College
Clark State Community College
Marion Technical College
Lakeland Community College
Washington Technical College
Terra Technical College
Southern State Community College
Rio Grande Community College
University of Cincinnati
Ohio University - Lancaster
Youngstown State University
Kent State - Tuscarawas
Kent State - East Liverpool
Ohio University - Zanesville
Miami - Hamilton -- N/A
Bowling Green State - Firelands
Bowling Green/main
Ohio University - Belmont

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PUBLIC 2 & 4 YR

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
01.0101	M	44	1	0	2	0	41	0	0
AGRICULTURAL BUSINESS AND MANAGEMENT, G	F	19	0	1	0	0	18	0	0
	T	63	1	1	2	0	59	0	0
01.0199	M	17	0	0	0	0	17	0	0
AGRICULTURAL BUSINESS AND MANAGEMENT, O	F	6	0	0	0	0	6	0	0
	T	23	0	0	0	0	23	0	0
01.0201	M	25	0	0	0	0	25	0	0
AGRICULTURAL MECHANICS, GENERAL	F	0	0	0	0	0	0	0	0
	T	25	0	0	0	0	25	0	0
01.0204	M	21	0	0	0	0	21	0	0
AGRICULTURAL POWER MACHINERY	F	3	0	0	0	0	3	0	0
	T	24	0	0	0	0	24	0	0
01.0301	M	1	0	0	0	0	1	0	0
AGRICULTURAL PRODUCTION, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
01.0302	M	56	0	0	0	0	56	0	0
ANIMAL PRODUCTION	F	42	0	0	0	0	42	0	0
	T	98	0	0	0	0	98	0	0
01.0304	M	27	0	0	0	0	24	1	2
CROP PRODUCTION	F	0	0	0	0	0	0	0	0
	T	27	0	0	0	0	24	1	2
01.0601	M	71	0	0	0	1	69	1	0
HORTICULTURE, GENERAL	F	33	1	0	0	0	32	0	0
	T	104	1	0	0	1	101	1	0
01.0603	M	2	0	0	0	0	2	0	0
ORNAMENTAL HORTICULTURE	F	29	1	0	0	0	28	0	0
	T	31	1	0	0	0	30	0	0
01.0604	M	11	0	0	0	0	11	0	0
GREENHOUSE OPERATION AND MANAGEMENT	F	19	0	0	0	0	19	0	0
	T	30	0	0	0	0	30	0	0
01.0605	M	107	1	1	0	0	101	0	4
LANDSCAPING	F	21	1	0	0	0	20	0	0
	T	128	2	1	0	0	121	0	4
01.0606	M	11	0	0	0	0	11	0	0
NURSERY OPERATION AND MANAGEMENT	F	14	0	0	0	0	14	0	0
	T	25	0	0	0	0	25	0	0
01.0607	M	139	1	1	0	2	133	0	2
TURF MANAGEMENT	F	16	0	0	0	0	16	0	0
	T	155	1	1	0	2	149	0	2
01.0000	M	532	3	2	2	3	512	2	8
SERVICE TOTAL	F	202	3	1	0	0	198	0	0
	T	734	6	3	2	3	710	2	8

PUBLIC 2 & 4 YR

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
02.0203	M	4	0	0	0	0	4	0	0
ANIMAL HEALTH	F	45	2	0	0	1	42	0	0
	T	49	2	0	0	1	46	0	0
02.0206	M	37	0	0	0	1	36	0	0
DAIRY	F	9	0	0	0	0	9	0	0
	T	46	0	0	0	1	45	0	0
02.0501	M	10	0	0	0	0	9	0	1
SOIL SCIENCES, GENERAL	F	3	0	0	0	0	3	0	0
	T	13	0	0	0	0	12	0	1
02.9999	M	5	0	0	0	0	4	0	1
AGRICULTURAL SCIENCES, OTHER	F	12	0	0	1	0	11	0	0
	T	17	0	0	1	0	15	0	1
02.0000	M	56	0	0	0	1	53	0	2
SERVICE TOTAL	F	69	2	0	1	1	65	0	0
	T	125	2	0	1	2	118	0	2

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
03.0403	M	168	2	0	0	0	158	8	0
FOREST PRODUCTS UTILIZATION	F	21	0	0	0	0	21	0	0
	T	189	2	0	0	0	179	8	0
03.0404	M	3	0	0	0	0	3	0	0
FOREST PRODUCTS PROCESSING TECHNOLOGY	F	0	0	0	0	0	0	0	0
	T	3	0	0	0	0	3	0	0
03.0601	M	731	4	0	0	0	705	22	0
WILDLIFE MANAGEMENT	F	143	0	0	0	0	134	9	0
	T	874	4	0	0	0	839	31	0
03.0000	M	902	6	0	0	0	866	30	0
SERVICE TOTAL	F	164	0	0	0	0	155	9	0
	T	1066	6	0	0	0	1021	39	0

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PUBLIC 2 & 4 YR

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
04.0501	M	4	2	0	0	0	2	0	0
INTERIOR DESIGN	F	87	11	2	0	3	69	1	1
	T	91	13	2	0	3	71	1	1
04.0000	M	4	2	0	0	0	2	0	0
SERVICE TOTAL	F	87	11	2	0	3	69	1	1
	T	91	13	2	0	3	71	1	1

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PUBLIC 2 & 4 YR

CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
06.0101	M	404	34	1	4	0	364	1	0
BUSINESS AND MANAGEMENT, GENERAL	F	519	48	1	2	1	467	0	0
	T	923	82	2	6	1	831	1	0
06.0201	M	147	12	1	1	1	132	0	0
ACCOUNTING	F	449	37	1	1	1	409	0	0
	T	596	49	2	2	2	541	0	0
06.0301	M	8	1	0	0	0	7	0	0
BANKING AND FINANCE	F	16	0	0	0	0	16	0	0
	T	24	1	0	0	0	23	0	0
06.0401	M	3173	310	13	16	28	2722	17	67
BUSINESS ADMINISTRATION AND MANAGEMENT,	F	4256	495	14	10	42	3594	10	91
	T	7429	805	27	26	70	6316	27	158
06.0701	M	260	17	1	2	2	234	4	0
HOTEL/MOTEL MANAGEMENT	F	181	11	2	0	3	163	1	1
	T	441	28	3	2	5	397	5	1
06.0704	M	36	6	0	0	1	29	0	0
RESTAURANT MANAGEMENT	F	59	21	0	1	0	35	2	0
	T	95	27	0	1	1	64	2	0
06.0705	M	30	5	0	0	1	24	0	0
TRANSPORTATION MANAGEMENT	F	29	5	1	0	0	21	1	1
	T	59	10	1	0	1	45	1	1
06.0799	M	55	10	0	0	0	43	0	2
INSTITUTIONAL MANAGEMENT, OTHER	F	71	19	0	0	3	48	1	0
	T	126	29	0	0	3	91	1	2
06.1101	M	49	4	0	0	0	43	0	2
LABOR/INDUSTRIAL RELATIONS	F	33	11	0	0	0	22	0	0
	T	82	15	0	0	0	65	0	2
06.1401	M	14	0	0	0	0	14	0	0
MARKETING MANAGEMENT	F	23	1	0	0	0	22	0	0
	T	37	1	0	0	0	36	0	0
06.1701	M	365	74	1	4	1	275	0	10
REAL ESTATE, GENERAL	F	314	67	1	2	11	223	1	9
	T	679	141	2	6	12	498	1	19
06.1801	M	63	12	0	1	0	48	1	1
SMALL BUSINESS MANAGEMENT AND OWNERSHIP	F	55	15	1	0	1	36	2	0
	T	118	27	1	1	1	84	3	1
06.2001	M	59	5	0	0	0	52	2	0
TRADE AND INDUSTRIAL SUPERVISION AND MA	F	15	0	0	0	0	15	0	0
	T	74	5	0	0	0	67	2	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
06.9999	M	351	17	2	4	9	319	0	0
BUSINESS AND MANAGEMENT, OTHER	F	643	64	4	3	9	563	0	0
	T	994	81	6	7	18	882	0	0
06.0000	M	5014	507	19	32	43	4306	25	82
SERVICE TOTAL	F	6663	794	25	19	71	5634	18	102
	T	11677	1301	44	51	114	9940	43	184

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
07.0101	M	1448	135	5	14	93	1171	12	18
ACCOUNTING, BOOKKEEPING, AND RELATED PR	F	4399	374	23	52	384	3506	13	47
	T	5847	509	28	66	477	4677	25	65
07.0102	M	91	0	0	1	0	90	0	0
ACCOUNTING AND COMPUTING	F	267	7	0	1	0	259	0	0
	T	358	7	0	2	0	349	0	0
07.0103	M	8	1	0	0	1	6	0	0
BOOKKEEPING	F	16	0	0	2	0	13	0	1
	T	24	1	0	2	1	19	0	1
07.0201	M	140	15	0	0	2	121	2	0
BANKING AND RELATED FINANCIAL PROGRAMS,	F	424	46	1	3	9	362	0	3
	T	564	61	1	3	11	483	2	3
07.0205	M	0	0	0	0	0	0	0	0
TELLER	F	3	0	0	0	0	1	0	2
	T	3	0	0	0	0	1	0	2
07.0299	M	16	0	0	0	0	14	1	1
BANKING AND RELATED FINANCIAL PROGRAMS,	F	67	0	1	0	0	63	0	3
	T	83	0	1	0	0	77	1	4
07.0301	M	422	19	2	6	5	383	0	7
BUSINESS DATA PROCESSING AND RELATED PR	F	493	50	1	5	4	424	0	9
	T	915	69	3	11	9	807	0	16
07.0302	M	62	16	0	0	0	46	0	0
BUSINESS COMPUTER AND CONSOLE OPERATION	F	74	29	1	1	2	41	0	0
	T	136	45	1	1	2	87	0	0
07.0303	M	1	0	0	0	0	1	0	0
BUSINESS DATA ENTRY EQUIPMENT OPERATION	F	23	0	0	0	0	23	0	0
	T	24	0	0	0	0	24	0	0
07.0305	M	385	21	1	2	3	357	1	0
BUSINESS DATA PROGRAMMING	F	501	23	1	1	4	472	0	0
	T	886	44	2	3	7	829	1	0
07.0399	M	169	17	0	1	1	146	1	3
BUSINESS DATA PROCESSING AND RELATED PR	F	257	40	2	0	9	198	2	6
	T	426	57	2	1	10	344	3	9
07.0401	M	5	3	0	0	0	2	0	0
OFFICE SUPERVISION AND MANAGEMENT	F	340	38	3	2	2	291	1	3
	T	345	41	3	2	2	293	1	3
07.0501	M	0	0	0	0	0	0	0	0
PERSONNEL AND TRAINING PROGRAMS, GENERA	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0

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07.0601	M	45	7	0	1	0	37	0	0
SECRETARIAL AND RELATED PROGRAMS, GENER	F	1563	208	9	7	20	1279	5	35
	T	1608	215	9	8	20	1316	5	35
07.0602	M	9	1	0	0	0	8	0	0
COURT REPORTING	F	310	47	2	0	6	253	0	2
	T	319	48	2	0	6	261	0	2
07.0603	M	8	1	1	0	0	6	0	0
EXECUTIVE SECRETARIAL	F	1033	65	3	3	11	946	0	5
	T	1041	66	4	3	11	952	0	5
07.0604	M	29	0	0	0	0	29	0	0
LEGAL SECRETARIAL	F	232	3	0	0	1	226	0	2
	T	261	3	0	0	1	255	0	2
07.0605	M	1	1	0	0	0	0	0	0
MEDICAL SECRETARIAL	F	90	11	0	0	0	79	0	0
	T	91	12	0	0	0	79	0	0
07.0606	M	4	1	0	0	0	3	0	0
SECRETARIAL	F	627	46	6	3	17	550	0	5
	T	631	47	6	3	17	553	0	5
07.0699	M	2	0	0	0	0	2	0	0
SECRETARIAL AND RELATED PROGRAMS, OTHER	F	314	14	1	0	1	298	0	0
	T	316	14	1	0	1	300	0	0
07.0702	M	0	0	0	0	0	0	0	0
CLERK-TYPIST	F	21	7	0	0	1	13	0	0
	T	21	7	0	0	1	13	0	0
07.0801	M	14	7	0	0	0	7	0	0
WORD PROCESSING	F	510	123	4	5	5	361	0	12
	T	524	130	4	5	5	368	0	12
07.9999	M	471	40	7	3	0	407	1	13
BUSINESS AND OFFICE, OTHER	F	1110	145	14	9	6	915	1	20
	T	1581	185	21	12	6	1322	2	33
07.0000	M	3330	285	16	28	105	[illegible]	18	42
SERVICE TOTAL	F	12675	1276	72	94	482	10[illegible]	22	155
	T	16005	1561	88	122	587	13410	40	197

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08.0102	M	0	0	0	0	0	0	0	0
FASHION MERCHANDISING	F	76	8	1	0	2	65	0	0
	T	76	8	1	0	2	65	0	0
08.0401	M	77	13	0	2	0	57	0	5
FINANCIAL SERVICES MARKETING	F	99	14	0	2	0	74	2	7
	T	176	27	0	4	0	131	2	12
08.0601	M	6	3	1	0	0	2	0	0
FOOD MARKETING, GENERAL	F	0	0	0	0	0	0	0	0
	T	6	3	1	0	0	2	0	0
08.0604	M	4	1	0	0	0	3	0	0
SUPERMARKET MARKETING	F	3	0	0	0	0	3	0	0
	T	7	1	0	0	0	6	0	0
08.0702	M	19	1	0	0	0	18	0	0
INDUSTRIAL SALES	F	10	0	1	1	0	8	0	0
	T	29	1	1	1	0	26	0	0
08.0704	M	11	2	1	0	0	8	0	0
PURCHASING	F	20	2	0	0	0	18	0	0
	T	31	4	1	0	0	26	0	0
08.0705	M	295	16	2	1	0	263	12	1
RETAILING	F	458	42	2	1	0	405	4	4
	T	753	58	4	2	0	668	16	5
08.0706	M	111	4	0	0	2	103	2	0
SALES	F	140	10	1	0	1	127	1	0
	T	251	14	1	0	3	230	3	0
08.0708	M	197	27	0	2	0	162	2	4
MARKETING, GENERAL	F	210	27	2	2	5	167	1	6
	T	407	54	2	4	5	329	3	10
08.0799	M	122	7	0	0	1	112	2	0
GENERAL MARKETING, OTHER	F	110	15	0	0	0	93	1	1
	T	232	22	0	0	1	205	3	1
08.0901	M	57	1	0	0	0	54	0	2
HOSPITALITY AND RECREATION MARKETING, G	F	69	2	0	0	0	65	2	0
	T	126	3	0	0	0	119	2	2
08.1101	M	30	1	0	2	0	21	0	6
TRANSPORTATION AND TRAVEL MARKETING, GE	F	94	3	1	0	0	86	1	3
	T	124	4	1	2	0	107	1	9
08.1104	M	41	1	0	1	1	36	0	2
TOURISM	F	334	12	0	3	11	298	7	3
	T	375	13	0	4	12	334	7	5

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08.9999	M	67	6	2	0	0	58	0	1
MARKETING AND DISTRIBUTION, OTHER	F	75	11	0	0	0	62	1	1
	T	142	17	2	0	0	120	1	2
08.0000	M	1037	81	6	8	4	897	18	21
SERVICE TOTAL	F	1698	146	8	9	19	1471	20	25
	T	2735	229	14	17	23	2368	38	46

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09.0201	M	2	2	0	0	0	0	0	0
ADVERTISING	F	1	1	0	0	0	0	0	0
	T	3	3	0	0	0	0	0	0
09.0701	M	11	0	0	0	0	11	0	0
RADIO/TELEVISION, GENERAL	F	16	1	0	0	0	15	0	0
	T	27	1	0	0	0	26	0	0
09.0000	M	13	2	0	0	0	11	0	0
SERVICE TOTAL	F	17	2	0	0	0	15	0	0
	T	30	4	0	0	0	26	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
10.0101	M	11	2	0	0	0	9	0	0
EDUCATIONAL MEDIA TECHNOLOGY	F	111	20	0	0	0	89	0	2
	T	122	22	0	0	0	98	0	2
10.0103	M	8	0	0	0	0	8	0	0
PHOTOGRAPHIC TECHNOLOGY	F	8	1	0	0	0	7	0	0
	T	16	1	0	0	0	15	0	0
10.0104	M	17	0	0	0	0	17	0	0
RADIO AND TELEVISION PRODUCTION AND BRO	F	6	0	0	0	0	6	0	0
	T	23	0	0	0	0	23	0	0
10.0199	M	93	1	0	0	1	91	0	0
COMMUNICATION TECHNOLOGIES, OTHER	F	18	0	0	0	0	18	0	0
	T	111	1	0	0	1	109	0	0
10.0000	M	129	3	0	0	1	125	0	0
SERVICE TOTAL	F	143	21	0	0	0	120	0	2
	T	272	24	0	0	1	245	0	2

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11.0101	M	5	1	0	0	0	4	0	0
COMPUTER AND INFORMATION SCIENCES, GENE	F	9	3	0	0	0	6	0	0
	T	14	4	0	0	0	10	0	0
11.0201	M	789	73	3	15	6	667	5	20
COMPUTER PROGRAMMING	F	974	115	5	23	8	798	4	21
	T	1763	188	8	38	14	1465	9	41
11.0301	M	203	3	1	0	0	198	0	1
DATA PROCESSING	F	417	15	2	2	1	397	0	0
	T	620	18	3	2	1	595	0	1
11.0401	M	410	77	1	12	11	279	13	17
INFORMATION SCIENCES AND SYSTEMS	F	715	252	6	21	12	393	18	13
	T	1125	329	7	33	23	672	31	30
11.0601	M	108	9	0	1	1	95	1	1
MICROCOMPUTER APPLICATIONS	F	137	20	1	2	2	110	0	2
	T	245	29	1	3	3	205	1	3
11.9999	M	293	32	2	8	8	242	0	1
COMPUTER AND INFORMATION SCIENCES, OTHE	F	367	94	1	17	9	246	0	0
	T	660	126	3	25	17	488	0	1
11.0000	M	1808	195	7	36	26	1485	19	40
SERVICE TOTAL	F	2619	499	15	65	32	1950	22	36
	T	4427	694	22	101	58	3435	41	76

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13.0101	M	0	0	0	0	0	0	0	0
EDUCATION, GENERAL	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1101	M	1	0	0	0	0	1	0	0
STUDENT COUNSELING AND PERSONNEL SERVIC	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
13.1202	M	1	0	0	0	0	1	0	0
ELEMENTARY EDUCATION	F	8	0	0	0	0	8	0	0
	T	9	0	0	0	0	9	0	0
13.1204	M	25	3	0	0	0	22	0	0
PRE-ELEMENTARY EDUCATION	F	469	56	0	0	5	408	0	0
	T	494	59	0	0	5	430	0	0
13.1205	M	12	1	0	0	0	11	0	0
SECONDARY EDUCATION	F	12	0	0	0	1	11	0	0
	T	24	1	0	0	1	22	0	0
13.1303	M	0	0	0	0	0	0	0	0
BUSINESS EDUCATION	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
13.1320	M	0	0	0	0	0	0	0	0
TRADE AND INDUSTRIAL EDUCATION	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
13.0000	M	39	4	0	0	0	35	0	0
SERVICE TOTAL	F	492	57	0	0	6	429	0	0
	T	531	61	0	0	6	464	0	0

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14.0101	M	2	0	0	0	0	2	0	0
ENGINEERING, GENERAL	F	0	0	0	0	0	0	0	0
	T	2	0	0	0	0	2	0	0
14.0601	M	2	0	0	0	0	2	0	0
CERAMIC ENGINEERING	F	2	0	0	0	0	2	0	0
	T	4	0	0	0	0	4	0	0
14.0701	M	0	0	0	0	0	0	0	0
CHEMICAL ENGINEERING	F	1	1	0	0	0	0	0	0
	T	1	1	0	0	0	0	0	0
14.0801	M	2	0	0	0	0	2	0	0
CIVIL ENGINEERING	F	0	0	0	0	0	0	0	0
	T	2	0	0	0	0	2	0	0
14.1901	M	2	0	0	0	0	2	0	0
MECHANICAL ENGINEERING	F	1	0	0	0	0	1	0	0
	T	3	0	0	0	0	3	0	0
14.0000	M	8	0	0	0	0	8	0	0
SERVICE TOTAL	F	4	1	0	0	0	3	0	0
	T	12	1	0	0	0	11	0	0

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15.0101	M	628	53	2	9	10	534	5	15
ARCHITECTURAL DESIGN AND CONSTRUCTION T	F	165	21	0	2	2	137	2	1
	T	793	74	2	11	12	671	7	16
15.0199	M	13	0	0	0	0	13	0	0
ARCHITECTURAL TECHNOLOGIES, OTHER	F	5	0	0	0	0	5	0	0
	T	18	0	0	0	0	18	0	0
15.0201	M	865	33	3	8	4	810	2	5
CIVIL TECHNOLOGY	F	127	11	1	0	0	115	0	0
	T	992	44	4	8	4	925	2	5
15.0202	M	978	28	8	5	11	919	1	6
DRAFTING AND DESIGN TECHNOLOGY	F	169	5	1	0	2	160	1	0
	T	1147	33	9	5	13	1079	2	6
15.0203	M	1	0	0	0	0	1	0	0
SURVEYING AND MAPPING TECHNOLOGY	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
15.0204	M	0	0	0	0	0	0	0	0
URBAN PLANNING TECHNOLOGY	F	2	0	0	0	0	2	0	0
	T	2	0	0	0	0	2	0	0
15.0299	M	33	0	1	0	0	32	0	0
CIVIL TECHNOLOGIES, OTHER	F	7	0	0	0	0	7	0	0
	T	40	0	1	0	0	39	0	0
15.0301	M	228	12	0	1	7	207	1	0
COMPUTER TECHNOLOGY	F	84	16	0	0	1	66	1	0
	T	312	28	0	1	8	273	2	0
15.0302	M	1055	114	7	15	12	886	9	12
ELECTRICAL TECHNOLOGY	F	107	32	0	1	2	71	0	1
	T	1162	146	7	16	14	957	9	13
15.0303	M	2483	175	13	33	40	2136	25	61
ELETRONIC TECHNOLOGY	F	278	49	1	1	3	212	1	11
	T	2761	224	14	34	43	2348	26	72
15.0304	M	36	3	0	0	0	33	0	0
LASER ELECTRO-OPTIC TECHNOLOGY	F	4	1	0	0	0	3	0	0
	T	40	4	0	0	0	36	0	0
15.0399	M	666	9	1	1	8	646	1	0
ELECTRICAL AND ELECTRONIC TECHNOLOGIES,	F	49	1	0	0	1	47	0	0
	T	715	10	1	1	9	693	1	0
15.0401	M	169	7	0	0	4	157	0	1
BIOMEDICAL EQUIPMENT TECHNOLOGY	F	18	1	0	0	1	16	0	0
	T	187	8	0	0	5	173	0	1

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15.0402	M	35	1	0	1	0	33	0	0
COMPUTER SERVICING TECHNOLOGY	F	19	4	0	0	0	15	0	0
	T	54	5	0	1	0	48	0	0
15.0403	M	727	29	3	1	8	679	1	6
ELECTROMECHANICAL TECHNOLOGY	F	69	5	0	0	1	61	0	2
	T	796	34	3	1	9	740	1	8
15.0404	M	49	1	0	0	0	48	0	0
INSTRUMENTATION TECHNOLOGY	F	5	1	0	0	0	4	0	0
	T	54	2	0	0	0	52	0	0
15.0405	M	72	3	1	0	6	62	0	0
ROBOTICS TECHNOLOGY	F	102	10	0	0	3	89	0	0
	T	174	13	1	0	9	151	0	0
15.0501	M	108	0	2	0	0	106	0	0
AIR CONDITIONING, HEATING, AND REFRIGER	F	4	1	0	0	0	3	0	0
	T	112	1	2	0	0	109	0	0
15.0599	M	76	1	0	0	0	74	0	1
ENVIRONMENTAL CONTROL TECHNOLOGIES, OTH	F	31	1	0	0	0	29	1	0
	T	107	2	0	0	0	103	1	1
15.0601	M	2	0	0	0	0	2	0	0
CHEMICAL MANUFACTURING TECHNOLOGY	F	1	0	0	0	0	1	0	0
	T	3	0	0	0	0	3	0	0
15.0602	M	0	0	0	0	0	0	0	0
FOOD PROCESSING TECHNOLOGY	F	6	0	1	0	0	5	0	0
	T	6	0	1	0	0	5	0	0
15.0603	M	737	29	4	3	2	690	2	7
INDUSTRIAL TECHNOLOGY	F	125	6	0	0	1	118	0	0
	T	862	35	4	3	3	808	2	7
15.0604	M	10	0	0	0	0	10	0	0
MANUFACTURING TECHNOLOGY	F	2	0	0	0	0	2	0	0
	T	12	0	0	0	0	12	0	0
15.0607	M	129	5	0	0	1	122	1	0
PLASTIC TECHNOLOGY	F	22	1	0	0	0	21	0	0
	T	151	6	0	0	1	143	1	0
15.0610	M	97	1	0	0	4	92	0	0
WELDING TECHNOLOGY	F	5	0	0	0	0	5	0	0
	T	102	1	0	0	4	97	0	0
15.0699	M	259	17	3	6	0	232	0	1
INDUSTRIAL PRODUCTION TECHNOLOGIES, OTH	F	21	2	0	0	0	18	1	0
	T	280	19	3	6	0	250	1	1

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
15.0701	M	2	0	0	0	0	2	0	0
OCCUPATIONAL SAFETY AND HEALTH TECHNOLO	F	3	1	0	0	0	2	0	0
	T	5	1	0	0	0	4	0	0
15.0702	M	510	10	3	0	6	489	1	1
QUALITY CONTROL TECHNOLOGY	F	655	14	0	1	1	639	0	0
	T	1165	24	3	1	7	1128	1	1
15.0801	M	202	16	0	1	2	181	1	1
AERONAUTICAL TECHNOLOGY	F	13	0	0	0	0	11	1	1
	T	215	16	0	1	2	192	2	2
15.0803	M	774	45	4	3	11	708	3	0
AUTOMOTIVE TECHNOLOGY	F	36	4	0	0	0	32	0	0
	T	810	49	4	3	11	740	3	0
15.0805	M	1685	70	6	19	19	1516	20	35
MECHANICAL DESIGN TECHNOLOGY	F	132	9	1	1	2	113	2	4
	T	1817	79	7	20	21	1629	22	39
15.0899	M	1016	15	3	4	7	978	4	5
MECHANICAL AND RELATED TECHNOLOGIES, OT	F	181	6	0	0	1	172	0	2
	T	1197	21	3	4	8	1150	4	7
15.1001	M	79	4	2	0	0	69	2	2
CONSTRUCTION TECHNOLOGY	F	4	0	0	0	0	4	0	0
	T	83	4	2	0	0	73	2	2
15.9999	M	434	12	0	2	4	415	0	1
ENGINEERING AND ENGINEERING-RELATED TEC	F	99	4	0	0	2	93	0	0
	T	533	16	0	2	6	508	0	1
15.0000	M	14158	693	66	112	166	12882	79	160
SERVICE TOTAL	F	2550	206	5	6	23	2278	10	22
	T	16708	899	71	118	189	15160	89	182

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16.0101	M	63	3	0	0	1	59	0	0
FOREIGN LANGUAGES, MULTIPLE EMPHASIS	F	115	5	0	0	0	110	0	0
	T	178	8	0	0	1	169	0	0
16.0000	M	63	3	0	0	1	59	0	0
SERVICE TOTAL	F	115	5	0	0	0	110	0	0
	T	178	8	0	0	1	169	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
17.0101	M	2	1	0	0	0	0	1	0
DENTAL ASSISTING	F	25	6	0	1	0	16	0	2
	T	27	7	0	1	0	16	1	2
17.0102	M	7	2	0	0	1	4	0	0
DENTAL HYGIENE	F	654	31	0	5	4	597	8	9
	T	661	33	0	5	5	601	8	9
17.0103	M	77	27	0	4	1	40	1	4
DENTAL LABORATORY TECHNOLOGY	F	41	12	0	2	0	24	2	1
	T	118	39	0	6	1	64	3	5
17.0201	M	20	2	0	1	0	15	1	1
CARDIOVASCULAR TECHNOLOGY	F	60	7	1	5	0	44	0	3
	T	80	9	1	6	0	59	1	4
17.0203	M	0	0	0	0	0	0	0	0
ELECTROCARDIOGRAPH TECHNOLOGY	F	5	4	0	0	0	1	0	0
	T	5	4	0	0	0	1	0	0
17.0205	M	107	1	0	0	0	105	0	1
EMERGENCY MEDICAL TECHNOLOGY-AMBULANCE	F	54	1	0	0	0	53	0	0
	T	161	2	0	0	0	158	0	1
17.0206	M	350	18	2	1	1	320	1	7
EMERGENCY MEDICAL TECHNOLOGY-PARAMEDIC	F	168	16	0	1	3	145	0	3
	T	518	34	2	2	4	465	1	10
17.0207	M	7	0	0	1	0	6	0	0
MEDICAL RADIATION DOSIMETRY	F	17	0	0	0	0	17	0	0
	T	24	0	0	1	0	23	0	0
17.0208	M	16	0	0	1	0	15	0	0
NUCLEAR MEDICAL TECHNOLOGY	F	15	1	0	0	0	14	0	0
	T	31	1	0	1	0	29	0	0
17.0209	M	402	26	2	10	9	347	0	8
RADIOGRAPH (MEDICAL) TECHNOLOGY	F	1329	76	2	6	15	1221	0	9
	T	1731	102	4	16	24	1568	0	17
17.0210	M	330	31	4	4	4	280	2	5
RESPIRATORY THERAPY TECHNOLOGY	F	741	84	2	6	7	629	1	12
	T	1071	115	6	10	11	909	3	17
17.0211	M	70	6	0	2	0	61	0	1
SURGICAL TECHNOLOGY	F	304	46	1	2	11	241	0	3
	T	374	52	1	4	11	302	0	4
17.0212	M	2	0	0	0	0	2	0	0
DIAGNOSTIC MEDICAL SONOGRAPHY	F	38	3	0	0	0	35	0	0
	T	40	3	0	0	0	37	0	0

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17.0307	M	1	0	0	0	0	1	0	0
HEMATOLOGY TECHNOLOGY	F	8	4	0	0	0	4	0	0
	T	9	4	0	0	0	5	0	0
17.0309	M	211	18	0	6	12	170	0	5
MEDICAL LABORATORY TECHNOLOGY	F	635	86	4	9	7	510	3	16
	T	846	104	4	15	19	680	3	21
17.0399	M	14	0	1	2	1	10	0	0
MEDICAL LABORATORY TECHNOLOGIES, OTHER	F	23	0	0	0	0	23	0	0
	T	37	0	1	2	1	33	0	0
17.0402	M	34	16	0	0	0	16	0	2
COMMUNITY HEALTH WORK	F	131	59	3	1	1	58	0	9
	T	165	75	3	1	1	74	0	11
17.0405	M	41	10	0	0	1	30	0	0
MENTAL HEALTH/HUMAN SERVICES ASSISTING	F	208	31	1	1	1	170	1	3
	T	249	41	1	1	2	200	1	3
17.0406	M	91	18	1	0	2	70	0	0
MENTAL HEALTH/HUMAN SERVICES TECHNOLOGY	F	539	59	5	2	3	463	0	7
	T	630	77	6	2	5	533	0	7
17.0410	M	17	1	0	0	0	16	0	0
SIGN LANGUAGE INTERPRETING	F	194	21	1	1	1	166	0	4
	T	211	22	1	1	1	182	0	4
17.0499	M	14	4	0	0	0	10	0	0
MENTAL HEALTH/HUMAN SERVICES, OTHER	F	108	13	1	1	2	89	0	2
	T	122	17	1	1	2	99	0	2
17.0503	M	26	3	0	2	0	20	0	1
MEDICAL ASSISTING	F	755	63	6	3	15	660	0	8
	T	781	66	6	5	15	680	0	9
17.0505	M	0	0	0	0	0	0	0	0
MEDICAL OFFICE MANAGEMENT	F	12	5	0	1	0	6	0	0
	T	12	5	0	1	0	6	0	0
17.0506	M	20	0	0	0	0	19	0	1
MEDICAL RECORDS TECHNOLOGY	F	448	96	0	1	1	346	0	4
	T	468	96	0	1	1	365	0	5
17.0507	M	25	7	0	0	1	15	2	0
PHARMACY ASSISTING	F	112	14	0	2	0	93	3	0
	T	137	21	0	2	1	108	5	0
17.0508	M	65	9	0	2	2	51	0	1
PHYSICIAN ASSISTING	F	113	15	1	1	2	90	0	4
	T	178	24	1	3	4	141	0	5

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17.0510	M	0	0	0	0	0	0	0	0
PODIATRIC ASSISTING	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
17.0512	M	31	4	0	0	0	27	0	0
VETERINARIAN ASSISTING	F	212	2	0	1	1	204	0	4
	T	243	6	0	1	1	231	0	4
17.0599	M	1	0	0	0	0	1	0	0
MISCELLANEOUS ALLIED HEALTH SERVICES, O	F	50	6	0	0	0	43	0	1
	T	51	6	0	0	0	44	0	1
17.0601	M	0	0	0	0	0	0	0	0
GERIATRIC AIDE	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
17.0605	M	39	3	0	0	1	35	0	0
PRACTICAL NURSING	F	597	33	3	0	8	541	0	12
	T	636	36	3	0	9	576	0	12
17.0606	M	78	2	0	0	0	76	0	0
HEALTH UNIT MANAGEMENT	F	303	0	0	0	0	296	7	0
	T	381	2	0	0	0	372	7	0
17.0701	M	3	1	0	0	0	2	0	0
OPHTHALMIC DISPENSING	F	17	6	0	0	1	10	0	0
	T	20	7	0	0	1	12	0	0
17.0705	M	3	1	0	0	0	2	0	0
OPTOMETRIC TECHNOLOGY	F	16	1	0	0	0	15	0	0
	T	19	2	0	0	0	17	0	0
17.0807	M	8	0	0	0	0	8	0	0
OCCUPATIONAL THERAPY	F	71	2	1	1	1	66	0	0
	T	79	2	1	1	1	74	0	0
17.0808	M	36	1	1	0	0	33	0	1
OCCUPATIONAL THERAPY ASSISTING	F	230	10	0	1	0	218	0	1
	T	266	11	1	1	0	251	0	2
17.0815	M	255	33	1	8	2	208	1	2
PHYSICAL THERAPY ASSISTING	F	743	78	3	4	1	652	1	4
	T	998	111	4	12	3	860	2	6
17.0817	M	15	0	0	0	0	14	0	1
RECREATIONAL THERAPY ASSISTING	F	52	7	0	0	0	43	0	2
	T	67	7	0	0	0	57	0	3
17.0818	M	21	0	0	0	0	21	0	0
RESPIRATORY THERAPY	F	70	5	0	0	1	64	0	0
	T	91	5	0	0	1	85	0	0

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17.0819	M	5	0	0	0	0	4	0	1
RESPIRATORY THERAPY ASSISTING	F	29	2	0	0	0	27	0	0
	T	34	2	0	0	0	31	0	1
17.9999	M	85	11	0	1	1	69	0	3
ALLIED HEALTH, OTHER	F	523	63	5	0	1	446	1	7
	T	608	74	5	1	2	515	1	10
17.0000	M	2529	256	12	45	39	2123	9	45
SERVICE TOTAL	F	9653	969	40	58	87	8342	27	130
	T	12182	1225	52	103	126	10465	36	175

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18.0901	M	1	0	0	0	0	1	0	0
MEDICAL LABORATORY	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
18.1101	M	1183	79	4	16	20	1037	9	18
NURSING, GENERAL	F	11245	1190	38	101	134	9603	33	146
	T	12428	1269	42	117	154	10640	42	164
18.0000	M	1184	79	4	16	20	1038	9	18
SERVICE TOTAL	F	11245	1190	38	101	134	9603	33	146
	T	12429	1269	42	117	154	10641	42	164

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
19.0301	M	2	0	0	0	0	2	0	0
FAMILY AND COMMUNITY SERVICES	F	19	1	0	0	1	17	0	0
	T	21	1	0	0	1	19	0	0
19.0701	M	0	0	0	0	0	0	0	0
INDIVIDUAL AND FAMILY DEVELOPMENT, GENE	F	2	0	0	0	0	1	0	1
	T	2	0	0	0	0	1	0	1
19.0000	M	2	0	0	0	0	2	0	0
SERVICE TOTAL	F	21	1	0	0	1	18	0	1
	T	23	1	0	0	1	20	0	1

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20.0201	M	16	4	0	0	0	11	0	1
CHILD CARE AND GUIDANCE MANAGEMENT AND	F	569	59	0	2	5	491	1	11
	T	585	63	0	2	5	502	1	12
20.0202	M	22	9	0	0	0	13	0	0
CHILD CARE AIDE/ASSISTING	F	832	151	4	5	19	634	1	18
	T	854	160	4	5	19	647	1	18
20.0203	M	7	1	0	0	0	6	0	0
CHILD CARE MANAGEMENT	F	359	31	2	1	1	323	1	0
	T	366	32	2	1	1	329	1	0
20.0299	M	3	2	0	0	0	1	0	0
CHILD CARE AND GUIDANCE MANAGEMENT AND	F	159	5	2	0	8	144	0	0
	T	162	7	2	0	8	145	0	0
20.0401	M	239	42	0	5	1	181	2	8
FOOD PRODUCTION, MANAGEMENT AND SERVICE	F	308	31	2	4	6	246	11	8
	T	547	73	2	9	7	427	13	16
20.0403	M	339	0	0	0	0	336	3	0
CHEF/COOK	F	30	1	0	0	0	25	4	0
	T	369	1	0	0	0	361	7	0
20.0404	M	17	3	1	0	0	13	0	0
DIETETIC AIDE/ASSISTING	F	104	8	0	2	1	92	0	1
	T	121	11	1	2	1	105	0	1
20.0499	M	9	3	1	0	0	5	0	0
FOOD PRODUCTION, MANAGEMENT, AND SERVIC	F	87	16	0	0	1	70	0	0
	T	96	19	1	0	1	75	0	0
20.0601	M	19	1	0	0	0	18	0	0
INSTITUTIONAL, HOME MANAGEMENT, AND SUP	F	19	2	0	0	0	16	1	0
	T	38	3	0	0	0	34	1	0
20.0000	M	671	65	2	5	1	584	5	9
SERVICE TOTAL	F	2467	304	10	14	41	2041	19	38
	T	3138	369	12	19	42	2625	24	47

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22.0103	M	135	20	2	1	2	107	0	3
LEGAL ASSISTING	F	1329	114	10	2	13	1168	0	22
	T	1464	134	12	3	15	1275	0	25
22.0000	M	135	20	2	1	2	107	0	3
SERVICE TOTAL	F	1329	114	10	2	13	1168	0	22
	T	1464	134	12	3	15	1275	0	25

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24.0101	M	8	0	0	0	0	5	0	3
LIBERAL/GENERAL STUDIES	F	24	3	1	1	0	17	1	1
	T	32	3	1	1	0	22	1	4
24.0199	M	10	1	0	0	0	9	0	0
LIBERAL/GENERAL STUDIES, OTHER	F	28	0	0	0	0	28	0	0
	T	38	1	0	0	0	37	0	0
24.0000	M	18	1	0	0	0	14	0	3
SERVICE TOTAL	F	52	3	1	1	0	45	1	1
	T	70	4	1	1	0	59	1	4

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
25.0301	M	9	3	0	0	0	6	0	0
LIBRARY ASSISTING	F	46	4	0	1	0	40	1	0
	T	55	7	0	1	0	46	1	0
25.0000	M	9	3	0	0	0	6	0	0
SERVICE TOTAL	F	46	4	0	1	0	40	1	0
	T	55	7	0	1	0	46	1	0

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26.0101	M	0	0	0	0	0	0	0	0
BIOLOGY, GENERAL	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
26.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0

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27.0101	M	3	0	0	0	0	3	0	0
MATHEMATICS, GENERAL	F	0	0	0	0	0	0	0	0
	T	3	0	0	0	0	3	0	0
27.0000	M	3	0	0	0	0	3	0	0
SERVICE TOTAL	F	0	0	0	0	0	0	0	0
	T	3	0	0	0	0	3	0	0

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30.9999	M	32	3	0	0	0	29	0	0
MULTI/INTERDISCIPLINARY STUDIES, OTHER	F	211	43	2	2	1	158	0	5
	T	243	46	2	2	1	187	0	5
30.0000	M	32	3	0	0	0	29	0	0
SERVICE TOTAL	F	211	43	2	2	1	158	0	5
	T	243	46	2	2	1	187	0	5

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
31.9999	M	65	1	0	0	1	63	0	0
PARKS AND RECREATION, OTHER	F	17	1	0	0	0	16	0	0
	T	82	2	0	0	1	79	0	0
31.0000	M	65	1	0	0	1	63	0	0
SERVICE TOTAL	F	17	1	0	0	0	16	0	0
	T	82	2	0	0	1	79	0	0

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40.0101	M	9	0	0	0	0	9	0	0
PHYSICAL SCIENCES, GENERAL	F	6	0	0	0	0	6	0	0
	T	15	0	0	0	0	15	0	0
40.0000	M	9	0	0	0	0	9	0	0
SERVICE TOTAL	F	6	0	0	0	0	6	0	0
	T	15	0	0	0	0	15	0	0

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41.0299	M	15	0	0	0	0	15	0	0
NUCLEAR TECHNOLOGIES, OTHER	F	4	0	0	0	0	4	0	0
	T	19	0	0	0	0	19	0	0
41.0301	M	39	5	0	3	1	29	1	0
CHEMICAL TECHNOLOGY	F	33	6	0	6	0	19	2	0
	T	72	11	0	9	1	48	3	0
41.9999	M	73	7	0	0	0	66	0	0
SCIENCE TECHNOLOGIES, OTHER	F	73	14	1	0	0	58	0	0
	T	146	21	1	0	0	124	0	0
41.0000	M	127	12	0	3	1	110	1	0
SERVICE TOTAL	F	110	20	1	6	0	81	2	0
	T	237	32	1	9	1	191	3	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
42.0101	M	0	0	0	0	0	0	0	0
PSYCHOLOGY, GENERAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0
42.0000	M	0	0	0	0	0	0	0	0
SERVICE TOTAL	F	2	1	0	0	0	1	0	0
	T	2	1	0	0	0	1	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
43.0102	M	561	46	3	1	6	501	1	3
CORRECTIONS	F	451	65	4	1	3	378	0	0
	T	1012	111	7	2	9	879	1	3
43.0103	M	18	5	0	1	0	12	0	0
CRIMINAL JUSTICE ADMINISTRATION	F	9	2	0	0	1	6	0	0
	T	27	7	0	1	1	18	0	0
43.0104	M	86	3	1	0	0	82	0	0
CRIMINAL JUSTICE STUDIES	F	54	8	1	1	1	42	0	1
	T	140	11	2	1	1	124	0	1
43.0105	M	698	56	5	1	3	626	0	7
CRIMINAL JUSTICE TECHNOLOGY	F	346	55	2	0	1	283	0	5
	T	1044	111	7	1	4	909	0	12
43.0106	M	4	1	0	0	0	3	0	0
FORENSIC STUDIES	F	8	1	0	0	0	7	0	0
	T	12	2	0	0	0	10	0	0
43.0107	M	2077	121	7	14	41	1863	7	24
LAW ENFORCEMENT	F	767	115	10	2	16	610	4	10
	T	2844	236	17	16	57	2473	11	34
43.0109	M	4	0	0	0	0	4	0	0
SECURITY SERVICES	F	3	0	0	0	0	3	0	0
	T	7	0	0	0	0	7	0	0
43.0201	M	323	13	2	0	5	300	1	2
FIRE CONTROL AND SAFETY TECHNOLOGY	F	23	0	1	0	0	22	0	0
	T	346	13	3	0	5	322	1	2
43.0203	M	167	15	1	1	2	148	0	0
FIREFIGHTING	F	295	23	0	5	3	264	0	0
	T	462	38	1	6	5	412	0	0
43.0299	M	45	2	0	0	0	43	0	0
FIRE PROTECTION, OTHER	F	1	0	0	0	0	1	0	0
	T	46	2	0	0	0	44	0	0
43.9999	M	50	11	0	0	0	38	0	1
PROTECTIVE SERVICES, OTHER	F	176	25	3	0	0	145	0	3
	T	226	36	3	0	0	183	0	4
43.0000	M	4033	273	19	18	57	3620	9	37
SERVICE TOTAL	F	2133	294	21	9	25	1761	4	19
	T	6166	567	40	27	82	5381	13	56

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
44.0201	M	0	0	0	0	0	0	0	0
COMMUNITY SERVICES	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
44.0701	M	18	1	0	0	0	17	0	0
SOCIAL WORK, GENERAL	F	118	2	2	0	1	113	0	0
	T	136	3	2	0	1	130	0	0
44.0799	M	4	0	0	0	0	4	0	0
SOCIAL WORK, OTHER	F	54	1	0	0	1	52	0	0
	T	58	1	0	0	1	56	0	0
44.9999	M	190	3	1	0	0	186	0	0
PUBLIC AFFAIRS, OTHER	F	325	4	0	0	0	321	0	0
	T	515	7	1	0	0	507	0	0
44.0000	M	212	4	1	0	0	207	0	0
SERVICE TOTAL	F	498	7	2	0	2	487	0	0
	T	710	11	3	0	2	694	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
45.0101	M	13	0	0	0	0	13	0	0
SOCIAL SCIENCES, GENERAL	F	5	0	0	0	0	5	0	0
	T	18	0	0	0	0	18	0	0
45.0801	M	0	0	0	0	0	0	0	0
HISTORY	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
45.1001	M	4	0	0	0	0	4	0	0
POLITICAL SCIENCE AND GOVERNMENT	F	0	0	0	0	0	0	0	0
	T	4	0	0	0	0	4	0	0
45.0000	M	17	0	0	0	0	17	0	0
SERVICE TOTAL	F	6	0	0	0	0	6	0	0
	T	23	0	0	0	0	23	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
46.0302	M	310	15	0	0	16	279	0	0
ELECTRICIAN	F	23	0	0	0	0	23	0	0
	T	333	15	0	0	16	302	0	0
46.0401	M	137	6	0	0	3	128	0	0
BUILDING AND PROPERTY MAINTENANCE	F	2	1	0	0	0	1	0	0
	T	139	7	0	0	3	129	0	0
46.0499	M	150	10	0	1	2	132	0	5
MISCELLANEOUS CONSTRUCTION TRADES, OTHR	F	15	4	0	0	1	10	0	0
	T	165	14	0	1	3	142	0	5
46.0502	M	1	0	0	0	0	1	0	0
PIPEFITTING AND STEAMFITTING	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
46.0599	M	2	1	0	0	0	1	0	0
PLUMBING, PIPEFITTING, AND STEAMFITTING	F	0	0	0	0	0	0	0	0
	T	2	1	0	0	0	1	0	0
46.0000	M	600	32	0	1	21	541	0	5
SERVICE TOTAL	F	40	5	0	0	1	34	0	0
	T	640	37	0	1	22	575	0	5

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
47.0101	M	1	0	0	0	0	0	0	1
ELECTRICAL AND ELECTRONICS EQUIPMENT RE	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	0	0	1
47.0103	M	1	0	0	0	0	1	0	0
COMMUNICATION ELECTRONICS	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
47.0201	M	35	0	0	0	0	35	0	0
HEATING, AIR CONDITIONING, AND REFRIGER	F	0	0	0	0	0	0	0	0
	T	35	0	0	0	0	35	0	0
47.0203	M	13	1	0	1	0	11	0	0
HEATING AND AIR CONDITIONING	F	0	0	0	0	0	0	0	0
	T	13	1	0	1	0	11	0	0
47.0303	M	18	0	0	0	2	16	0	0
INDUSTRIAL EQUIPMENT MAINTENANCE AND RE	F	3	1	0	0	0	2	0	0
	T	21	1	0	0	2	18	0	0
47.0401	M	281	12	2	0	5	262	0	0
ELECTROMECHANICAL, HYDRAULIC, AND PNEUM	F	9	0	0	0	2	7	0	0
	T	290	12	2	0	7	269	0	0
47.0408	M	14	1	0	0	0	13	0	0
WATCH REPAIR	F	67	7	0	0	1	57	0	2
	T	81	8	0	0	1	70	0	2
47.0603	M	57	3	1	1	1	51	0	0
AUTOMOTIVE BODY REPAIR	F	3	0	0	0	1	2	0	0
	T	60	3	1	1	2	53	0	0
47.0604	M	159	9	1	2	2	143	0	2
AUTOMOTIVE MECHANICS	F	17	10	2	0	0	5	0	0
	T	176	19	3	2	2	148	0	2
47.0605	M	167	5	0	0	4	156	1	1
DIESEL ENGINE MECHANICS	F	7	0	0	0	1	6	0	0
	T	174	5	0	0	5	162	1	1
47.0607	M	5	0	0	0	0	5	0	0
AIRCRAFT MECHANICS, AIRFRAME	F	0	0	0	0	0	0	0	0
	T	5	0	0	0	0	5	0	0
47.0608	M	210	12	0	2	2	190	0	4
AIRCRAFT MECHANICS, POWERPLANT	F	6	1	0	0	0	5	0	0
	T	216	13	0	2	2	195	0	4
47.0000	M	961	43	4	6	16	883	1	8
SERVICE TOTAL	F	112	19	2	0	5	84	0	2
	T	1073	62	6	6	21	967	1	10

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48.0102	M	160	8	2	0	1	142	0	7
ARCHITECTURAL DRAFTING	F	42	4	1	0	0	36	0	1
	T	202	12	3	0	1	178	0	8
48.0105	M	2	0	0	0	0	2	0	0
MECHANICAL DRAFTING	F	0	0	0	0	0	0	0	0
	T	2	0	0	0	0	2	0	0
48.0201	M	340	32	1	3	4	298	0	2
GRAPHIC AND PRINTING COMMUNICATIONS, GE	F	366	15	3	1	5	335	1	6
	T	706	47	4	4	9	633	1	8
48.0203	M	119	19	0	1	4	94	0	1
COMMERCIAL ART	F	174	15	0	3	1	148	6	1
	T	293	34	0	4	5	242	6	2
48.0204	M	5	0	0	0	0	5	0	0
COMMERCIAL PHOTOGRAPHY	F	11	2	0	0	0	9	0	0
	T	16	2	0	0	0	14	0	0
48.0501	M	1	0	0	0	0	1	0	0
PRECISION METAL WORK, GENERAL	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
48.0503	M	1	0	0	0	0	1	0	0
MACHINE TOOL OPERATION/MACHINE SHOP	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
48.0507	M	111	1	2	0	3	105	0	0
TOOL AND DIE MAKING	F	7	0	0	0	0	7	0	0
	T	118	1	2	0	3	112	0	0
48.0508	M	138	8	1	1	3	125	0	0
WELDING	F	3	0	0	0	0	3	0	0
	T	141	8	1	1	3	128	0	0
48.0699	M	7	0	0	0	0	7	0	0
PRECISION WORK, ASSORTED MATERIALS, OTH	F	0	0	0	0	0	0	0	0
	T	7	0	0	0	0	7	0	0
48.0701	M	17	0	0	0	0	17	0	0
WOODWORKING, GENERAL	F	3	0	0	0	0	3	0	0
	T	20	0	0	0	0	20	0	0
48.9999	M	4	0	0	0	0	4	0	0
PRECISION PRODUCTION, OTHER	F	0	0	0	0	0	0	0	0
	T	4	0	0	0	0	4	0	0
48.0000	M	905	68	6	5	15	801	0	10
SERVICE TOTAL	F	606	36	4	4	6	541	7	8
	T	1511	104	10	9	21	1342	7	18

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
49.0104	M	26	2	0	0	0	24	0	0
AVIATION MANGEMENT	F	24	5	0	0	1	18	0	0
	T	50	7	0	0	1	42	0	0
49.0000	M	26	2	0	0	0	24	0	0
SERVICE TOTAL	F	24	5	0	0	1	18	0	0
	T	50	7	0	0	1	42	0	0

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
50.0101	M	0	0	0	0	0	0	0	0
VISUAL AND PERFORMING ARTS, GENERAL	F	1	0	0	0	0	0	0	1
	T	1	0	0	0	0	0	0	1
50.0301	M	0	0	0	0	0	0	0	0
DANCE	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
50.0402	M	67	1	0	2	1	63	0	0
GRAPHIC DESIGN	F	106	3	1	1	0	99	0	2
	T	173	4	1	3	1	162	0	2
50.0605	M	1	0	0	0	0	1	0	0
PHOTOGRAPHY	F	0	0	0	0	0	0	0	0
	T	1	0	0	0	0	1	0	0
50.0801	M	74	7	1	0	0	65	0	1
GRAPHIC ARTS TECHNOLOGY	F	51	2	1	2	0	44	0	2
	T	125	9	2	2	0	109	0	3
50.0903	M	0	0	0	0	0	0	0	0
MUSIC PERFORMANCE	F	1	0	0	0	0	1	0	0
	T	1	0	0	0	0	1	0	0
50.0000	M	142	8	1	2	1	129	0	1
SERVICE TOTAL	F	160	5	2	3	0	145	0	5
	T	302	13	3	5	1	274	0	6

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CIP CODE		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
REPORT TOTALS - record count is 962									
	M	38773	2656	167	320	524	34387	225	494
	F	56237	6044	261	395	954	47667	196	720
	T	95010	8700	428	715	1478	82054	421	1214

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SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
BELMONT TECHNICAL COLLEGE	M	635	4	1	1	0	624	0	5
201283	F	1062	15	2	2	1	1035	0	7
	T	1697	19	3	3	1	1659	0	12
BOWLING GREEN STATE UNIVERSITY FIRE	M	176	4	0	1	1	169	1	0
201432	F	307	10	1	0	6	290	0	0
	T	483	14	1	1	7	459	1	0
BOWLING GREEN STATE UNIVERSITY MAIN	M	0	0	0	0	0	0	0	0
201441	F	11	0	0	0	1	10	0	0
	T	11	0	0	0	1	10	0	0
CENTRAL OHIO TECHNICAL COLLEGE	M	460	8	1	1	1	448	1	0
201672	F	807	12	2	0	5	788	0	0
	T	1267	20	3	1	6	1236	1	0
CINCINNATI CLERMONT GENERAL AND TEC	M	85	0	1	0	0	84	0	0
201946	F	173	5	3	1	2	162	0	0
	T	258	5	4	1	2	246	0	0
CINCINNATI TECHNICAL COLLEGE	M	1892	195	4	19	8	1666	0	0
201928	F	1941	482	14	14	19	1412	0	0
	T	3833	677	18	33	27	3078	0	0
CLARK TECHNICAL COLLEGE	M	640	45	2	3	4	580	2	4
201973	F	1485	120	2	8	6	1339	1	9
	T	2125	165	4	11	10	1919	3	13
COLUMBUS STATE COMMUNITY COLLEGE (C	M	4288	576	14	79	43	3340	43	193
202222	F	5994	1038	23	86	48	4457	47	295
	T	10282	1614	37	165	91	7797	90	488
CUYAHOGA COMMUNITY COLLEGE	M	3328	666	12	68	57	2388	56	81
202356	F	6648	1821	34	91	119	4402	53	128
	T	9976	2487	46	159	176	6790	109	209
EDISON STATE COMMUNITY COLLEGE	M	369	8	0	1	1	358	1	0
202648	F	718	7	0	1	2	708	0	0
	T	1087	15	0	2	3	1066	1	0
HOCKING TECHNICAL COLLEGE	M	2634	13	0	0	0	2567	54	0
203155	F	2023	3	0	0	0	1974	46	0
	T	4657	16	0	0	0	4541	100	0
JEFFERSON TECHNICAL COLLEGE	M	539	17	0	0	0	522	0	0
203331	F	647	44	1	1	0	600	0	1
	T	1186	61	1	1	0	1122	0	1
KENT STATE - ASHTABULA REGIONAL CAM	M	112	4	0	0	1	107	0	0
203447	F	243	10	1	1	2	228	1	0
	T	355	14	1	1	3	335	1	0

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KENT STATE - E LIVERPOOL REGIONAL C	M	58	0	0	0	0	58	0	0
203456	F	184	5	0	0	1	178	0	0
	T	242	5	0	0	1	236	0	0
KENT STATE - SALEM REGIONAL CAMPUS	M	104	0	0	0	0	104	0	0
203492	F	170	3	0	0	0	167	0	0
	T	274	3	0	0	0	271	0	0
KENT STATE - TRUMBULL REGIONAL CAMP	M	267	9	1	1	1	254	1	0
203474	F	307	13	0	0	0	294	0	0
	T	574	22	1	1	1	548	1	0
KENT STATE - TUSCARAWS REGIONAL CAM	M	190	1	0	0	0	188	1	0
203483	F	281	5	0	0	0	275	1	0
	T	471	6	0	0	0	463	2	0
LAKELAND COMMUNITY COLLEGE	M	1545	34	11	18	2	1447	0	33
203599	F	2954	78	20	22	8	2750	0	76
	T	4499	112	31	40	10	4197	0	109
LIMA TECHNICAL COLLEGE	M	794	25	6	5	5	753	0	0
203678	F	1199	54	3	6	4	1130	2	0
	T	1993	79	9	11	9	1883	2	0
LORAIN COUNTY COMMUNITY COLLEGE	M	981	34	4	3	48	878	0	14
203748	F	2735	194	6	7	133	2370	0	25
	T	3716	228	10	10	181	3248	0	39
MARION TECHNICAL COLLEGE	M	516	37	1	2	7	469	0	0
203881	F	1139	17	5	6	5	1105	1	0
	T	1655	54	6	8	12	1574	1	0
MUSKINGUM AREA TECHNICAL COLLEGE	M	838	15	4	2	5	812	0	0
204255	F	1565	50	8	1	3	1503	0	0
	T	2403	65	12	3	8	2315	0	0
NORTH CENTRAL TECHNICAL COLLEGE	M	953	37	1	2	8	875	0	30
204422	F	1811	107	14	8	12	1627	0	43
	T	2764	144	15	10	20	2502	0	73
NORTHWEST TECHNICAL COLLEGE	M	445	3	3	0	17	422	0	0
204440	F	1016	0	4	0	34	978	0	0
	T	1461	3	7	0	51	1400	0	0
OHIO STATE UNIVERSITY AGRICULTURE T	M	455	2	2	0	2	438	1	10
204662	F	163	2	0	1	0	160	0	0
	T	618	4	2	1	2	598	1	10
OHIO UNIVERSITY BELMONT COUNTY BRAN	M	1	0	0	0	0	1	0	0
204802	F	1	0	0	0	0	1	0	0
	T	2	0	0	0	0	2	0	0

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SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
OHIO UNIVERSITY CHILLICOTHE BRANCH	M	40	0	0	0	0	40	0	0
204820	F	133	2	0	0	0	130	1	0
	T	173	2	0	0	0	170	1	0
OHIO UNIVERSITY LANCASTER BRANCH	M	82	2	0	0	0	80	0	0
204848	F	110	1	0	1	0	108	0	0
	T	192	3	0	1	0	188	0	0
OHIO UNIVERSITY ZANESVILLE BRANCH	M	56	0	0	0	0	56	0	0
204866	F	312	6	3	0	1	302	0	0
	T	368	6	3	0	1	358	0	0
OWENS TECHNICAL COLLEGE	M	3298	174	10	13	95	2994	12	0
204945	F	2798	173	10	7	62	2545	1	0
	T	6096	347	20	20	157	5539	13	0
OWENS TECHNICAL COLLEGE SOUTH	M	517	9	0	2	12	492	2	0
204954	F	431	8	0	2	8	413	0	0
	T	948	17	0	4	20	905	2	0
RIO GRANDE COMMUNITY COLLEGE	M	131	2	0	0	0	129	0	0
205203	F	365	3	0	0	0	362	0	0
	T	496	5	0	0	0	491	0	0
SHAWNEE STATE UNIVERSITY	M	409	16	2	1	1	376	0	13
205443	F	1012	12	4	1	3	977	0	15
	T	1421	28	6	2	4	1353	0	28
SINCLAIR COMMUNITY COLLEGE	M	3246	283	23	46	31	2857	6	0
205470	F	5990	888	31	74	42	4954	1	0
	T	9236	1171	54	120	73	7811	7	0
SOUTHERN STATE COMMUNITY COLLEGE	M	183	3	1	0	0	179	0	0
205966	F	419	2	0	0	2	415	0	0
	T	602	5	1	0	2	594	0	0
STARK TECHNICAL COLLEGE	M	1427	48	13	3	85	1269	0	9
205841	F	1669	125	4	4	345	1173	0	18
	T	3096	173	17	7	430	2442	0	27
TERRA TECHNICAL COLLEGE	M	1560	21	7	4	46	1482	0	0
206011	F	1127	20	13	7	37	1050	0	0
	T	2687	41	20	11	83	2532	0	0
UNIVERSITY OF AKRON MAIN CAMPUS	M	1720	136	18	8	6	1486	7	59
200800	F	1955	328	23	13	3	1513	9	66
	T	3675	464	41	21	9	2999	16	125
UNIVERSITY OF AKRON WAYNE GENERAL-T	M	187	0	6	1	0	180	0	0
200846	F	359	1	10	0	1	344	0	3
	T	546	1	16	1	1	524	0	3

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OOICC IPEDS REPORT
OCCUPATIONLLY SPECIFIC ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS
PUBLIC 2 & 4 YR — FY 1992 - DTR REPORT - IPEDS_OCC_SCHOOL

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
UNIVERSITY OF CINCINNATI MAIN CAMPU	M	552	61	2	12	2	471	4	0
201885	F	472	98	1	11	1	354	5	0
	T	1024	159	3	25	3	825	9	0
UNIVERSITY OF CINCINNATI RAYMOND WA	M	413	19	1	6	2	385	0	0
201955	F	845	48	1	9	1	775	11	0
	T	1258	67	2	15	3	1160	11	0
UNIVERSITY OF TOLEDO	M	1393	104	13	15	29	1159	30	43
206084	F	1135	126	17	7	23	918	10	34
	T	2528	230	30	22	52	2077	40	77
WASHINGTON TECHNICAL COLLEGE	M	386	5	0	0	0	381	0	0
206446	F	523	8	1	0	3	511	0	0
	T	909	13	1	0	3	892	0	0
WRIGHT STATE UNIVERSITY - WESTERN B	M	84	0	0	0	0	84	0	0
206613	F	104	0	0	0	1	103	0	0
	T	188	0	0	0	1	187	0	0
YOUNGSTOWN STATE UNIVERSITY	M	784	36	3	3	4	735	3	0
206695	F	894	100	0	1	10	777	6	0
	T	1678	136	3	4	14	1512	9	0

OHIO DEPARTMENT OF EDUCATION
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OCCUPATIONLLY SPECIFIC ENROLLMENT IN HIGHER EDUCATION INSTITUTIONS
FY 1992 - DTR REPORT - IPEDS_OCC_SCHOOL

PUBLIC 2 & 4 YR

SCHOOL NAME/UNITID		TOTAL	BLACK	INDIAN	ASIAN	HISPANIC	WHITE	ALIEN	BALANCE
REPORT TOTALS - record count is 45									
	M	38773	2656	167	320	524	34387	225	494
	F	56237	6044	261	395	954	47667	196	720
	T	95010	8700	428	715	1478	82054	421	1214

Appendix D

Closing Report of Secondary Enrollments in Vocational Education State Funded Academic Courses in FY92

This appendix provides a detailed report of the academic classes funded as integral components of secondary vocational education units during the 1991-1992 school year.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

EXEC-VEDS-ACAD

SUMMARY

FISCAL YEAR 1992
All Districts

Academic EMIS

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
DECEMBER 18, 1992

		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED	
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	HANDICAPPED	ENGLISH PRO.	DISADVANTAGE
03.0000	M	287	18	269	268			19			24		113
BUSINESS	F	1,381	31	1,350	1,306			75			55		494
ENGLISH ED	T	1,668	49	1,619	1,574			94			79		607
05.0000	M	8,923	3,065	5,858	5,941			34	1,556	1,391	1,086	9	5,542
ENGLISH	F	5,643	1,635	4,008	3,697			85	1,097	745	320	9	3,283
EDUCATION	T	14,566	4,700	9,866	9,638			119	2,653	2,136	1,406	18	8,825
11.0000	M	11,739	3,485	8,254	9,171	23		7	2,003	535	1,738	7	6,480
MATH	F	6,505	1,836	4,669	4,784	12		51	1,373	285	499	3	3,294
EDUCATION	T	18,244	5,321	12,923	13,955	35		58	3,376	820	2,237	10	9,774
13.0000	M	4,579	841	3,738	4,098				333	148	658	2	2,559
SCIENCE	F	1,697	397	1,300	1,322				276	99	146		940
EDUCATION	T	6,276	1,238	5,038	5,420				609	247	804	2	3,499
15.0000	M	2,185	1,118	1,067		8	22		744	1,411	211	9	1,814
SOC. STUD.	F	1,387	692	695		15	6		525	811	64	2	1,122
EDUCATION	T	3,572	1,810	1,762		23	28		1,269	2,252	275	11	2,936
STATE	M	27,713	8,527	19,186	19,478	31	22	60	4,636	3,485	3,717	27	16,508
TOTAL	F	16,613	4,591	12,022	11,109	27	6	211	3,271	1,970	1,084	14	9,133
	T	44,326	13,118	31,208	30,587	58	28	271	7,907	5,455	4,801	41	25,641

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STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

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		TOTAL ENROLLMENT								TARGET GROUPS		
			BELOW	ABOVE	IN-SCHOOL			COOPERATIVE			LIMITED	
		TOTAL	GR 11	GR 10	REG	OWA	OWE	REG	OWA	OWE	HANDICAPPED	ENGLISH PRO.	DISADVANTAGE
03.0600	M	287	18	269	268			19			21		113
BUSINESS E	F	1,381	31	1,350	1,306			75			55		494
	T	1,668	49	1,619	1,574			94			79		607
03.0000	M	287	18	269	268			19			21		113
BUSINESS	F	1,381	31	1,350	1,306			75			55		494
ENGLISH ED	T	1,668	49	1,619	1,574			94			79		607

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FISCAL YEAR 1992
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CLOSING EXECUTIVE PEPORT OF ACADEMIC INFOPMATION
DECEMBER 1°, 1992

		TOTAL ENROLLMENT								TARGET GROUPS		
					IN-SCHOOL		COOPERATIVE				LIMITED	
		TOTAL	BELOW GR 11	ABOVE GR 10	PEG	OWA	OWE	PEG	OWA	OWE	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE
05.0001	M	6,809	1,875	4,931	5,237			31	773	765	830	8	4,006
INTEGRATED	F	4,440	1,038	3,402	3,414			85	535	406	261	8	2,490
	T	11,249	2,913	8,336	8,651			113	1,308	1,171	1,091	16	6,496
05.0011	M	431	306	125	210				61	160	37		407
PEPPESHER	F	151	58	93					35	116	8		136
	T	582	364	218	210				96	276	15		543
05.0119	M	66	66						66		1		55
PEMEDIAL P	F	45	37	8					45		3		34
	T	111	103	8					111		7		89
05.0220	M	279	120	159	153				119	7	33		142
GRAMMAR AN	F	188	99	89	77				102	9	10		94
	T	467	219	248	230				221	16	13		236
05.0300	M	82	20	62	49				11	22	7		19
LITERATURE	F	33	12	21	16				9	8			14
	T	115	32	83	65				20	30	7		33
05.0400	M	69	26	43	18				24	27	2		47
COMPOSITIO	F	79	21	58	18				24	37			55
	T	148	47	101	36				48	64	2		102
05.0439	M	1		1									
NEWSPAPER/	F	19	2	17									
	T	20	2	18									
05.0545	M	277	42	235	190				23	64	59		151
APPLIED CO	F	191	28	163	135				15	41	13		86
	T	468	70	398	325				38	105	72		237
05.9901	M	321	117	204						321	50		275
COMMUNICAT	F	113	44	69						113	6		94
	T	434	161	273						434	56		369
05.9902	M	498	486	12	5				479	14	48	1	408
READING	F	367	295	72	30				332	5	19	1	275
	T	865	781	84	35				811	19	67	2	683
05.9912	M	90	7	83	79					11	16		32
AP-ENGLISH	F	17	1	16	7					10			5
	T	107	8	99	86					21	16		37
05.0000	M	8,923	3,065	5,858	5,941			34	1,556	1,391	1,086	9	5,542
ENGLISH	F	5,643	1,635	4,008	3,697			85	1,097	745	320	9	3,283
EDUCATION	T	14,566	4,700	9,866	9,638			119	2,653	2,136	1,406	18	8,825

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1992
All Districts

Academic EMIS

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
DECEMBER 18, 1992

		TOTAL ENROLLMENT									TARGET GROUPS		
		TOTAL	BELOW GR 11	ABOVE GR 10	IN-SCHOOL PEG	IN-SCHOOL OWA	IN-SCHOOL OWE	COOPERATIVE PEG	COOPERATIVE OWA	COOPERATIVE OWE	HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE
11.0099	M	11		11	11						1		3
ADVANCED M	F	1		1	1								
	T	12		12	12						1		3
11.0301	M	197	98	99	146				51		9		76
ALGEBRA	F	137	42	95	104				33		9		29
	T	334	140	194	250				84		18		105
11.0309	M	12	12						12		1		12
PRE-ALGEBR	F	23	23						23				23
	T	35	35						35		1		35
11.0500	M	8,119	839	7,280	7,836			7	206	70	1,356	4	3,937
APPLIED MA	F	4,279	360	3,919	4,039			51	154	35	388	1	1,891
	T	12,398	1,199	11,199	11,875			58	360	105	1,744	5	5,828
11.0501	M	20	14	6					10	10	1		17
BUSINESS M	F	12	6	6					4	8	1		11
	T	32	20	12					14	18	2		28
11.0502	M	164	106	58	35				78	51	28		129
CONSUMER M	F	71	55	16	6				47	18	4		58
	T	235	161	74	41				125	69	32		187
11.0550	M	3	3						3		1		3
	F	3	3						3				2
	T	6	6						6		1		5
11.0610	M	19		19	19								1
PRE-CALCUL	F	24		24	24								8
	T	43		43	43								9
11.0800	M	696	373	323	653				25	18	68		299
INTEGRATED	F	439	191	248	415				12	12	21		180
	T	1,135	564	571	1,068				37	30	89		479
11.0900	M	17	17						17		4		7
INTERVENTI	F	17	17						17		3		4
	T	34	34						34		7		11
11.1100	M	1,834	1,408	426	265	23			1,178	368	219	3	1,380
GENERAL MA	F	1,188	878	310	165	12			812	199	68	2	827
	T	3,022	2,286	736	430	35			1,990	567	287	5	2,207
11.1200	M	16	1	15	16								3
GEOMETRY	F	30	5	25	30								5
	T	46	6	40	46								8

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STATE OF OHIO
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PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1992
All Districts

Academic EMIS

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
DECEMBER 18, 1992

		TOTAL ENROLLMENT								TARGET GROUPS		
		TOTAL	BELOW GR 11	ABOVE GR 10	IN-SCHOOL PEG	IN-SCHOOL OWA	IN-SCHOOL OWE	COOPERATIVE PEG	COOPERATIVE OWA	COOPERATIVE OWE	HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE
11.1900 REMEDIAL MATH	M	631	614	17	190				423	18	50		613
	F	281	256	25					268	13	5		256
	T	912	870	42	190				691	31	55		869
11.0000 EDUCATION	M	11,739	3,485	8,254	9,171	23		7	2,003	535	1,738	7	6,480
	F	6,505	1,836	4,669	4,784	12		51	1,373	285	493	3	3,294
	T	18,244	5,321	12,923	13,955	35		58	3,376	820	2,237	10	9,774

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		TOTAL ENROLLMENT									TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				LIMITED	
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	HANDICAPPED	ENGLISH PRO.	DISADVANTAGE
13.0100 GENERAL SC	M	572	278	294	266				203	103	49		377
	F	225	147	78	22				152	51	12		142
	T	797	425	372	288				355	154	61		519
13.0101 APPLIED SC	M	2,429	265	2,164	2,425					4	309	1	1,289
	F	821	96	725	818					3	90		463
	T	3,250	361	2,889	3,243					7	399	1	1,752
13.0200 BIOLOGICAL	M	198	113	85	79				78	41	41	1	162
	F	326	107	219	179				102	45	25		180
	T	524	220	304	258				180	86	66	1	342
13.0300 PHYSICAL S	M	153	35	118	124				29		24		63
	F	107	17	90	93				14		12		44
	T	260	52	208	217				43		36		107
13.0301 CHEMISTRY	M	309	56	253	309						36		184
	F	69	11	58	69						2		32
	T	378	67	311	378						38		216
13.0302 PHYSICS	M	725	42	683	725						97		400
	F	75	4	71	75						3		47
	T	800	46	754	800						100		447
13.0400 EARTH SCIE	M	23	23						23		6		21
	F	8	8						8		1		7
	T	31	31						31		7		28
13.2420 PHYSIOLOGY	M	10		10	10								2
	F	50	1	49	50						1		13
	T	60	1	59	60						1		15
13.9928 AP-PHYSICS	M	160	29	131	160						6		61
	F	16	6	10	16								12
	T	176	35	141	176						6		73
13.0000 SCIENCE EDUCATION	M	4,579	841	3,738	4,098				333	148	658	2	2,559
	F	1,697	397	1,300	1,322				276	99	146		940
	T	6,276	1,238	5,038	5,420				609	247	804	2	3,499

FISCAL YEAR 1992
All Districts

Academic ENIS

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
DECEMBER 18, 1992

		TOTAL ENROLLMENT								TARGET GROUPS		
					IN-SCHOOL			COOPERATIVE				
		TOTAL	BELOW GR 11	ABOVE GR 10	REG	OWA	OWE	REG	OWA	OWE	HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE
15.0002	M	8	2	6						8			8
	F	5		5						5			5
EDUCATION	T	13	2	11						13			13
15.0100	M	426	83	343					58	368	30	4	390
GOVERNMENT	F	256	47	209					29	227	13		240
	T	682	130	552					87	595	43	4	630
15.0500	M	11	11						11		2		11
CONSUMER E	F	22	11	11					22				11
	T	33	22	11					33		2		22
15.0600	M	7	7						7		1		6
ECONOMICS	F	5	5						5				5
	T	12	12						12		1		11
15.0700	M	58	42	16			11		23	24	5		52
GEOGRAPHY	F	38	20	18			2		15	21	1		35
	T	96	62	34			13		38	45	6		87
15.0800	M	180	137	43		3			70	107	20		167
WORLD HIST	F	144	100	44		6			53	85	7		131
	T	324	237	87		9			123	192	27		298
15.0810	M	662	378	284		5			276	381	64	1	450
AMERICAN H	F	465	242	223		9			202	254	19		312
	T	1,127	620	507		14			478	635	83	1	762
15.0899	M	63	38	25					35	28	2	2	49
CURRENT EV	F	33	25	8					28	5		1	27
	T	96	63	33					63	33	2	3	76
15.1000	M	30	9	21						30	4		26
POLITICAL	F	18	2	16						18	1		15
	T	48	11	37						48	5		41
15.1201	M	732	411	321			11		264	457	83	2	647
SOCIAL STU	F	396	240	156			4		171	221	23	1	336
	T	1,128	651	477			15		435	678	106	3	983
15.9918	M	8		8						8			8
AP-GOVERNM	F	5		5						5			5
	T	13		13						13			13
15.0000	M	2,185	1,118	1,067		8	22		744	1,411	211	9	1,814
SOC. STUD.	F	1,387	692	695		15	6		525	841	64	2	1,122
EDUCATION	T	3,572	1,810	1,762		23	28		1,269	2,252	275	11	2,936

STATE OF OHIO
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DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

FISCAL YEAR 1992
All Districts

Academic EMIS

CLOSING EXECUTIVE REPORT OF ACADEMIC INFORMATION
DECEMBER 18, 1992

		TOTAL ENROLLMENT									TARGET GROUPS		
			BELOW	ABOVE	IN-SCHOOL			COOPERATIVE			HANDI-	LIMITED ENGLISH	DISAD-
		TOTAL	GR 11	GR 10	REG	OWA	OWE	REG	OWA	OWE	CAPPED	PRO.	VANTAGE
STATE	M	27,713	8,527	19,186	19,478	31	22	60	4,636	3,485	3,717	27	16,508
TOTAL	F	16,613	4,591	12,022	11,109	27	6	211	3,271	1,970	1,084	14	9,133
	T	44,326	13,118	31,208	30,587	58	28	271	7,907	5,455	4,801	41	25,641

Appendix E

Closing Secondary Enrollments for Job Training Programs Only In FY92

This report, a subset of the total closing report, is designed to provide detailed information regarding grade level distribution and target populations served.

STATE OF OHIO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND CAREER EDUCATION
PLANNING AND ADMINISTRATIVE SERVICES

EXEC-VEDS-EMIS

SUMMARY

FISCAL YEAR 1992
All Districts

Secondary Job Training Only

CLOSING EXECUTIVE REPORT OF VEDS INFORMATION
DECEMBER 22, 1992

		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0000	M	13,448	7,413	6,035	2,254	17	2,300	415	905	186
AGRICULTUR	F	3,292	1,537	1,755	398	3	682	103	290	66
EDUCATION	T	16,740	8,950	7,790	2,652	20	2,982	518	1,195	252
04.0000	M	3,200	288	2,912	215	7	739	1,928	699	83
MARKETING	F	3,976	227	3,749	185	3	980	2,494	1,026	78
EDUCATION	T	7,176	515	6,661	400	10	1,719	4,422	1,725	161
07.0000	M	318	46	272	32	2	143	36	49	14
HEALTH	F	2,887	149	2,738	200	13	1,310	559	750	66
EDUCATION	T	3,205	195	3,010	232	15	1,453	595	799	80
09.02	M	1,179	225	954	452		604	228	344	44
HOME EC.	F	3,747	538	3,209	999	13	1,964	518	746	142
GAINFUL	T	4,926	763	4,163	1,451	13	2,568	746	1,090	186
09.0000	M	1,179	225	954	452		604	228	344	44
HOME EC.	F	3,747	538	3,209	999	13	1,964	518	746	142
EDUCATION	T	4,926	763	4,163	1,451	13	2,568	746	1,090	186
14.0000	M	2,096	168	1,928	141	8	637	278	436	37
BUSINESS	F	12,832	725	12,107	517	31	3,880	2,271	3,172	253
EDUCATION	T	14,928	893	14,035	658	39	4,517	2,549	3,608	290
17.0000	M	32,530	6,294	26,236	5,054	128	18,784	8,939	6,478	1,652
T & I	F	10,779	1,900	8,879	742	43	6,547	4,688	2,053	522
EDUCATION	T	43,309	8,194	35,115	5,796	171	25,331	13,627	8,531	2,174
99.0000	M	532	148	384	485	1	150	462	76	5
SPECIAL	F	370	65	305	270		81	264	39	3
PROGRAMS	T	902	213	689	755	1	231	726	115	8
STATE	M	53,303	14,582	38,721	8,633	163	23,357	12,286	8,987	2,021
TOTAL	F	37,883	5,141	32,742	3,311	106	15,444	10,897	8,076	1,130
	T	91,186	19,723	71,463	11,944	269	38,801	23,183	17,063	3,151

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.0100	M	8,229	6,368	1,861	1,280	14	879	8	65	58
AG PRODUCT	F	1,728	1,254	474	138	2	131		14	8
	T	9,957	7,622	2,335	1,418	16	1,010	8	79	66
01.0101	M	78	18	60	17		31		9	2
AN P&C-SM	F	177	20	157	23		66		30	7
	T	255	38	217	40		97		39	9
01.0104	M	1,813	253	1,560	178	1	224	13	92	12
FARM BUS M	F	314	29	285	10	1	18	2	9	1
	T	2,127	282	1,845	188	2	242	15	101	13
01.0131	M	10		10	2		5		5	
AN P&C-EQU	F	16	4	12	2		9		6	4
	T	26	4	22	4		14		11	4
01.0191	M	12		12			7			
AN P&C-ZOO	F	14		14	1		8			
	T	26		26	1		15			
01.0200	M	426	1	425	28		63	386	195	14
AG SUPPLIE	F	112		112	9		22	100	54	1
	T	538	1	537	37		85	486	249	15
01.0300	M	1,149	124	1,025	301		531		321	44
AG IND EQU	F	18		18			2		3	1
	T	1,167	124	1,043	301		533		324	45
01.0400	M	119	28	91	34		54		30	13
AG PRODUCT	F	21	2	19	2		9		11	4
	T	140	30	110	36		63		41	17
01.0500	M	862	302	560	314	2	339		110	31
HORTICULTU	F	798	201	597	206		393		153	37
	T	1,660	503	1,157	520	2	732		263	68
01.0600	M	354	128	226	48		126		52	11
AG RES	F	32	8	24	4		16		6	3
	T	386	136	250	52		142		58	14
01.0699	M	59	29	30	13		10		17	
ENVIRON MA	F	15	3	12			1		4	
	T	74	32	42	13		11		21	
01.0700	M	38	18	20	6		18		8	
FORESTRY	F	10	7	3	2		3			
	T	48	25	23	8		21		8	

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
01.9900	M	299	144	155	33		13	8	1	1
OTHER AG	F	37	9	28	1		4	1		
	T	336	153	183	34		17	9	1	1
01.0000	M	13,448	7,413	6,035	2,254	17	2,300	415	905	186
AGRICULTUR	F	3,292	1,537	1,755	398	3	682	103	230	66
EDUCATION	T	16,740	8,950	7,790	2,652	20	2,982	518	1,135	252

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		CON-PLETERS	LEAVERS
04.0100	M	97	16	81	8		20	18	12	1
ADVT SVCS	F	89	10	79	5		16	30	23	1
	T	186	26	160	13		36	48	35	2
04.0101	M	139	20	119	11		40		24	1
RADIO BROA	F	52	2	50	2		21		8	
	T	191	22	169	13		61		32	1
04.0102	M	124	15	109	9		29		18	4
TELEVISION	F	111	4	107			17		11	1
	T	235	19	216	9		46		29	5
04.0200	M	19	1	18	2		15	7	4	
APPAREL &	F	126	4	122	6		60	80	31	9
	T	145	5	140	8		75	87	35	9
04.0400	M	25	1	24			12	13	7	
FIN & CRED	F	40	4	36			14	13	6	
	T	65	5	60			26	26	13	
04.0500	M	2		2	2			2		
FLORISTRY	F	3		3	3			3		
	T	5		5	5			5		
04.0600	M	5		5	2		2			
FOOD DISTR	F	9		9	1		9			
	T	14		14	3		11			
04.0700	M	13		13			3	13	8	3
FOOD SVCS	F	9		9			2	9	9	
	T	22		22			5	22	17	3
04.0701	M	8	2	6	2		6			
FOOD SVC.M	F	4		4	2		3			
	T	12	2	10	4		9			
04.0800	M	2,171	161	2,010	130	7	481	1,567	542	54
GENERAL MD	F	2,831	177	2,654	119	2	695	2,012	794	52
	T	5,002	338	4,664	249	9	1,176	3,579	1,336	106
04.0801	M	437	36	401	18		90	253	83	13
MRKG MNGMT	F	501	11	490	20	1	89	306	125	9
	T	938	47	891	38	1	179	559	208	22
04.0802	M	4	1	3	2		4		1	
PERSONNEL	F	11	2	9	1		7		3	
	T	15	3	12	3		11		4	

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
04.0900	M	17	3	14	1			7		1
HDWE BLDG	F	8		8	2			4		
	T	25	3	22	3			11		1
04.1100	M	23	1	22	6		9	15		1
HOTEL & LO	F	37	1	36	12		5	15		2
	T	60	2	58	18		14	30		3
04.1501	M	17		17						1
VOC MUSIC	F	12		12						
	T	29		29						1
04.1502	M	47	7	40	4		8	3		1
PERFORMING	F	64	5	59	1		7	8		3
	T	111	12	99	5		15	11		4
04.1800	M	1		1			1			
REC & TOUR	F	42	4	38	2		20		10	
	T	43	4	39	2		21		10	
04.1900	M	44	23	21	18		16	23		2
TRANSPORTA	F	17	2	15	9		5	4	1	
	T	61	25	36	27		21	27	1	2
04.3100	M	7	1	6			3	7		1
OTHER WHOL	F	10	1	9			10	10	5	1
	T	17	2	15			13	17	5	2
04.0000	M	3,200	288	2,912	215	7	739	1,928	699	83
MARKETING	F	3,976	227	3,749	185	3	980	2,494	1,026	78
EDUCATION	T	7,176	515	6,661	400	10	1,719	4,422	1,725	161

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.0101	M	49	11	38	1	1	28		1	5
DEN ASST	F	459	31	428	19		209		146	14
	T	508	42	466	20	1	237		150	19
07.0103	M	22	1	21	6		5			1
DENTAL LAB	F	34		34		2	5		7	1
	T	56	1	55	6	2	10		7	2
07.0203	M	21	2	19			8		6	
MED LAB AS	F	96	5	91	2		57		19	1
	T	117	7	110	2		65		25	1
07.0302	M	4		4			1		1	
PRACT NURS	F	106	1	105			24		32	3
	T	110	1	109			25		33	3
07.0303	M	23	2	21	4		16		11	1
NURSE ASST	F	218	7	211	24	1	133	10	100	5
	T	241	9	232	28	1	149	10	111	6
07.0305	M	18	4	14			7		2	1
SURGICAL T	F	57	7	50			27		9	1
	T	75	11	64			34		11	2
07.0402	M	16	10	6	2		6			
PHYS THERA	F	16	6	10						
	T	32	16	16	2		6			
07.0603	M	28	5	23	2	1	12		2	
OPTOM ASST	F	34	7	27			19		5	1
	T	62	12	50	2	1	31		7	1
07.0904	M	13		13	2		3		3	
MED ASST	F	293	15	278	24	2	99		70	6
	T	306	15	291	26	2	102		73	6
07.0906	M	2		2	1		1		2	
COM HEA AI	F	46	2	44	12		38		20	
	T	48	2	46	13		39		22	
07.0913	M	1		1						
WARD CLERK	F	14		14	1					
	T	15		15	1					
07.0998	M	91	11	80	11		39	8	4	5
DIVER HLTH	F	983	65	918	76	5	465	35	49	25
	T	1,074	76	998	87	5	504	43	53	30

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		--TOTAL ENROLLMENT---			*-----TARGET GROUPS-----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
07.9900	M	30		30	3		17	23	14	1
DIVERSIFIE	F	531	3	528	42	3	234	511	293	9
	T	561	3	558	45	3	251	542	307	10
07.0000	M	318	46	272	32	2	133	36	49	11
HEALTH	F	2,887	149	2,738	200	13	1,310	553	750	66
EDUCATION	T	3,205	195	3,010	232	15	1,453	589	799	80

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
09.0201	M	52	15	37	7		31	11	3	3
CHILD CARE	F	1,899	186	1,713	286	7	967	108	384	64
	T	1,951	201	1,750	293	7	998	119	387	67
09.0202	M	22	7	15	6		19	6	2	
FABRIC SVC	F	155	31	124	15	4	84	28	25	5
	T	177	38	139	21	4	103	34	27	5
09.0203	M	848	152	696	306		454	105	307	37
FOOD SVC	F	1,029	143	886	372	1	604	173	236	56
	T	1,877	295	1,582	678	1	1,058	278	543	93
09.0204	M	57	5	52	3		2	55		1
HOME FURN	F	112	7	105	10		6	79	18	2
	T	169	12	157	13		8	134	18	3
09.0205	M	177	43	134	118		86	51	22	3
COMM & HOM	F	529	168	361	305	1	290	130	78	14
	T	706	211	495	423	1	376	181	100	17
09.0223	M	23	3	20	12		12		10	
BAKER	F	23	3	20	11		13		5	1
	T	46	6	40	23		25		15	1
09.02	M	1,179	225	954	452		604	228	344	44
HOME EC.	F	3,747	538	3,209	999	13	1,964	518	746	142
GAINFUL	T	4,926	763	4,163	1,451	13	2,568	746	1,090	186
09.0000	M	1,179	225	954	452		604	228	344	44
HOME EC.	F	3,747	538	3,209	999	13	1,964	518	746	142
EDUCATION	T	4,926	763	4,163	1,451	13	2,568	746	1,090	186

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		TOTAL ENROLLMENT			TARGET GROUPS			COOPERATIVE ENROLLMENT	JOB TRAINING PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDICAPPED	LIMITED ENGLISH PRO.	DISADVANTAGE		COMPLETERS	LEAVERS
14.0100	M	749	33	716	32	5	259	12	151	8
ACCOUNT &	F	1,803	61	1,742	61	9	622	30	420	26
	T	2,552	94	2,458	93	14	881	42	571	34
14.0105	M	30	1	29	2		6	6	16	1
BANK TELLE	F	209	11	198	5	1	79	33	63	11
	T	239	12	227	7	1	85	41	79	12
14.0200	M	481	26	455	30	1	141	1	97	12
BUS DP SYS	F	929	41	888	19	1	330	8	196	14
	T	1,410	67	1,343	49	2	471	9	293	26
14.0300	M	194	35	159	10	2	50	101	65	1
GENERAL OF	F	1,736	82	1,654	63	6	412	959	655	37
	T	1,930	117	1,813	73	8	462	1,060	720	38
14.0301	M	19		19	3		8		2	2
DUPLICATIN	F	44	3	41	2		16		2	2
	T	63	3	60	5		24		4	4
14.0302	M	29	15	14	16		11		4	2
CLERICAL S	F	202	32	170	49		96		31	14
	T	231	47	184	65		107		35	16
14.0303	M	150	16	134	8		22	49	25	4
OFFICE CLE	F	1,556	151	1,405	93	2	365	390	252	24
	T	1,706	167	1,539	101	2	387	439	277	28
14.0304	M	1		1						
AGENCY CLE	F	42	3	39	10		10		15	
	T	43	3	40	10		10		15	
14.0399	M	21		21	5		19		3	
OFF MACHS	F	82	6	76	8		26		21	4
	T	103	6	97	13		45		24	4
14.0400	M	31	12	19	2		17		1	
INFO COMM	F	414	49	365	20	1	191		73	4
	T	445	61	384	22	1	208		74	4
14.0402	M	112	21	91	16		41		13	2
CORRESP CL	F	1,117	125	992	38		380		269	27
	T	1,229	146	1,083	54		421		282	29
14.0406	M	1		1			1			
MED REC CL	F	87	4	83	2		36		10	
	T	88	4	84	2		37		10	

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
14.0499	M	15		15	1					
ADMIN SUPP	F	315	6	309	8		65	15	32	4
	T	330	6	324	9		65	15	32	4
14.0500	M	4		4	1				2	
MTRL SUPPO	F	7		7	9		1		3	1
	T	11		11	10		1		5	1
14.0700	M	40		40	2		11	11	6	1
STENO & SE	F	1,070	27	1,043	39	1	353	173	196	15
	T	1,110	27	1,083	41	1	364	187	202	16
14.0702	M	19	1	18			5		3	
SEC, CLRK	F	1,527	58	1,469	48		416	18	433	38
	T	1,546	59	1,487	48		421	18	436	38
14.0799	M	4	2	2			1		1	
MED/LEGAL	F	383	48	335	6		190		104	9
	T	387	50	337	6		191		105	9
14.0800	M	72	1	71	5		18		13	1
SUPVR & AD	F	149		149	11	1	56		52	1
	T	221	1	220	16	1	74		65	2
14.0900	M	32	4	28	2		9	13	4	
TYPING & R	F	380	12	368	16		108	98	76	8
	T	412	16	396	18		117	111	80	8
14.9000	M	67	1	66	1		13	57	26	3
COMP BUS E	F	592	4	588	11	6	106	354	199	12
	T	659	5	654	12	6	119	411	225	15
14.9900	M	25		25	2		5	25	1	
MISC OFF	F	188	2	186	2		22	188	20	2
	T	213	2	211	4		27	213	21	2
14.0000	M	2,096	168	1,928	141	8	637	278	436	37
BUSINESS	F	12,832	725	12,107	517	31	3,880	2,271	3,172	253
EDUCATION	T	14,928	893	14,035	658	39	4,517	2,549	3,608	290

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0100	M	405	58	347	64		208		123	21
AIR COND &	F	6	1	5			5			
	T	411	59	352	64		213		123	21
17.0200	M	117	71	46	24		94		8	6
APPL REPAI	F	1	1				1			
	T	118	72	46	24		95		8	6
17.0301	M	2,351	281	2,070	556	14	1,218	13	431	122
BODY & FEN	F	49	9	40	10		25	1	11	1
	T	2,400	290	2,110	566	14	1,243	14	442	123
17.0302	M	3,583	469	3,114	626	17	1,722		808	186
MECHANICS	F	99	12	87	9		40		12	3
	T	3,682	481	3,201	635	17	1,762		820	189
17.0303	M	210	45	165	130		88		53	3
SPECIALIZA	F	3	3		3		3			
	T	213	48	165	133		91		53	3
17.0304	M	38		38	11		1		11	
AUTO TECH	F									
	T	38		38	11		1		11	
17.0400	M	231	115	116	8		164		18	2
AVIATION O	F	62	37	25	1		48			
	T	293	152	141	9		212		18	2
17.0401	M	110	44	66	6		39		25	
AIRCRAFT M	F	17	13	4			7			
	T	127	57	70	6		46		25	
17.0600	M	72	12	60	7		36		15	1
BUS MACH M	F	10		10			3			
	T	82	12	70	7		39		15	1
17.0700	M	531	81	450	56	3	226	13	124	10
COMM ART O	F	317	19	298	14	1	111	13	93	9
	T	848	100	748	70	4	337	26	217	19
17.0801	M	15	8	7	2		11			
MARITIME O	F									
	T	15	8	7	2		11			
17.0802	M	110	50	60	13		78		40	3
MARINE MAI	F	5	2	3			3		1	
	T	115	52	63	13		81		41	3

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO	DISAD-VANTAGE		COM-PLETERS	LEAVERS
17.0900	M	75	8	67	10		35		16	1
COMM PHOTO	F	78	5	73	5		36		18	
	T	153	13	140	15		71		34	1
17.1001	M	2,594	266	2,328	465	2	1,151		633	83
CARPENTRY	F	51	17	34	10		30		10	4
	T	2,645	283	2,362	475	2	1,181		643	87
17.1002	M	1,037	35	1,002	117		453		273	35
ELECTRICIA	F	27	1	26			12		6	1
	T	1,064	36	1,028	117		465		279	36
17.1004	M	505	106	399	122		301		127	35
MASONRY	F	5	2	3			2		1	
	T	510	108	402	122		303		128	35
17.1005	M	33	7	26	17				4	1
PAINT & DE	F	1		1					1	
	T	34	7	27	17				5	1
17.1007	M	80	5	75	11	1	35		14	8
PLMBG & PI	F	3		3			1			
	T	83	5	78	11	1	36		14	8
17.1011	M	1,208	253	955	372	10	728		172	54
BLDG MAINT	F	56	22	34	12		46		4	3
	T	1,264	275	989	384	10	774		176	57
17.1012	M	195	22	173	43		72		52	5
INDUST MAI	F	8	3	5	1		1			
	T	203	25	178	44		73		52	5
17.1013	M	24	8	16	4		17		11	13
RSL FLOOR	F									
	T	24	8	16	4		17		11	13
17.1016	M	15	9	6	3	1	1			3
MOBILE HM	F									
	T	15	9	6	3	1	1			3
17.1100	M	152	46	106	146		60	10	23	2
CUSTODIAL	F	21	6	15	20		9		4	1
	T	173	52	121	166		69	10	27	3
17.1200	M	325	53	272	91	1	123		42	20
DIESEL MEC	F	8	2	6	2		3		1	
	T	333	55	278	93	1	126		43	20

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						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		CON-PLETERS	LEAVERS
17.1300	M	1,545	111	1,434	115	4	634	11	417	47
DRAFTING O	F	215	6	209	6		81	4	58	2
	T	1,760	117	1,643	121	4	715	15	475	49
17.1402	M	30		30	3		18		12	
POWER TRAN	F									
	T	30		30	3		18		12	
17.1503	M	2,080	132	1,948	152	14	820	22	537	44
ELECTRONIC	F	133	10	123	4		65	4	23	4
	T	2,213	142	2,071	156	14	885	26	560	48
17.1504	M	40	6	34	4		21		11	2
TELE-COMM	F	3		3			2		2	
	T	43	6	37	4		23		13	2
17.1900	M	917	149	768	151	13	439	13	208	20
GRAPHIC OC	F	629	51	578	74	5	272	8	176	22
	T	1,546	200	1,346	225	18	711	21	384	42
17.2004	M	30		30	3		18		12	
IND LAB AS	F	4		4					4	
	T	34		34	3		18		16	
17.2302	M	1,713	112	1,601	183	4	715	12	442	59
MACH SHOP	F	63	2	61	8		30		17	5
	T	1,776	114	1,662	191	4	745	12	459	64
17.2304	M	54	1	53	1		51		16	3
METAL FAB	F	9		9			7		1	
	T	63	1	62	1		58		17	3
17.2305	M	26	15	11	1	4	10		5	1
SHEET META	F	2	1	1						
	T	28	16	12	1	4	10		5	1
17.2306	M	2,015	356	1,659	425	4	1,081		467	92
WELDING &	F	60	13	47	5		28		9	8
	T	2,075	369	1,706	430	4	1,109		476	100
17.2601	M	12	12				12		3	
BARBERING	F									
	T	12	12				12		3	
17.2602	M	62	7	55	10		31		10	3
COSMETOLOG	F	3,718	263	3,455	205	17	1,556		910	86
	T	3,780	270	3,510	215	17	1,587		920	89

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		'--TOTAL ENROLLMENT---'			'----TARGET GROUPS----'			'-COOPERATIVE-'	'-JOB TRAINING-'	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISADV-ANTAGE		COM-PLETERS	LEAVERS
17.2700	M	9		9	3		5		1	2
PLASTICS O	F	6		6			3		1	
	T	15		15	3		9		2	2
17.2301	M	19	8	11	10		1		13	1
BASIC FIRE	F	5		5						
	T	31	8	16	10		1		13	1
17.2802	M	466	31	435	47		212		101	12
BASIC LAW	F	240	8	232	11		114		62	7
	T	706	39	667	58		326		166	19
17.3000	M	7		7						
REFRIGERAT	F	1		1						
	T	8		8						
17.3100	M	157	25	132	50		71		17	3
SMALL ENG	F	1		1						
	T	158	25	133	50		71		17	3
17.3601	M	41	12	29	9		17		6	4
MILLWRK &	F	1	1				1			
	T	42	13	29	9		18		6	4
17.3602	M	16	1	15	4		6			
WOOD PATTE	F	1		1			1			
	T	17	1	16	4		7			
17.9960	M	467	2	465	33	1	164	452	209	28
DIV COOP T	F	252		252	13	1	71	249	121	10
	T	719	2	717	46	2	235	701	330	38
17.9996	M	179	74	105	166		47		4	4
ADJUSTMENT	F	109	41	68	102		19		4	
	T	288	115	173	268		66		8	4
17.9998	M	206	123	83	75	1	180		6	16
OCC LAB	F	91	39	52	27		80		5	7
	T	297	162	135	102	1	260		11	23
17.9999	M	8,393	3,065	5,328	705	34	7,363	8,393	955	697
OCC WORK E	F	4,409	1,310	3,099	200	19	3,831	4,409	498	349
	T	12,802	4,375	8,427	905	53	11,194	12,802	1,453	1,046
17.0000	M	32,530	6,294	26,236	5,054	128	18,784	8,939	6,478	1,652
T & I	F	10,779	1,900	8,879	742	43	6,547	4,688	2,053	522
EDUCATION	T	43,309	8,194	35,115	5,796	171	25,331	13,627	8,531	2,174

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						LIMITED			PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE	ENROLLMENT	COM-PLETERS	LEAVERS
99.0201	M	21		21						
ARTS & SCI	F	28	2	26			1		1	
	T	49	2	47			1		1	
99.0202	M	19		19			1			
BUS. ADMIN	F	22		22					1	
	T	41		41			1		1	
99.0204	M	17		17						
HLTH & MED	F	32		32						
	T	49		49						
99.0205	M	13		13						
SOCIAL SCI	F	24		24						
	T	37		37						
99.0371	M	462	148	314	485	1	149	462	76	5
VOC COORD	F	264	63	201	270		80	264	37	3
	T	726	211	515	755	1	229	726	113	8
99.0000	M	532	148	384	485	1	150	462	76	5
SPECIAL	F	370	65	305	270		81	264	39	3
PROGRAMS	T	902	213	689	755	1	231	726	115	8

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		--TOTAL ENROLLMENT---			*----TARGET GROUPS----*			*-COOPERATIVE-*	*-JOB TRAINING-*	
						LIMITED		ENROLLMENT	PROGRAM	
		TOTAL	BELOW GR 11	ABOVE GR 10	HANDI-CAPPED	ENGLISH PRO.	DISAD-VANTAGE		COM-PLETERS	LEAVERS
STATE	M	53,303	14,582	38,721	8,633	163	23,357	12,286	8,987	2,021
TOTAL	F	37,883	5,141	32,742	3,311	106	15,444	10,897	8,076	1,130
	T	91,186	19,723	71,463	11,944	269	38,801	23,183	17,063	3,151